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ABSTRACT

The language arts curriculum of the Fort Benton school system was developed with funds under Title III of the Elementary and Secondary Education Act to stimulate the inherent creative talents of the student with the skills of communication. Basic goals of the K-12 curriculum are to develop an appreciation of varied forms of literature and fine arts; to develop reading, writing, speaking, and listening skills; to develop the ability to use the English language effectively; and to develop the ability to use a library. The curriculum is sequential from beginning experiences in language arts at the K-3 level to a non-graded, phase-elective language arts program for grades 10-12. Objectives and instructional resources are specified for each grade level. (JH)

FORT BENTON'S LANGUAGE ARTS CURRICULUM OUTLINE

language arts

ED 062038

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PREFACE

The means by which a small rural school system might provide a continuing curriculum development process are limited fiscally in most areas of Montana. Through the acquisition of a federal grant under ESEA Title III, we in the Fort Benton System have been able to overcome this limitation to some degree. Found in the pages of this curriculum outline are the efforts of Fort Benton teachers and administrators as well as the efforts of personnel from seven other Montana schools.

In today's paper world we often measure success by the volume of the printed word. The efforts put forth by the people involved in this project in no way can be acknowledged simply through an observance of volume. The real success of the program appears in the regeneration of teaching philosophy, methodology and enthusiasm. These in most part will show in the benefits rendered the students in the years to come.

I am not only proud to have been a part of this project, but also thank all the people involved for their cooperation. Any success or benefits of the project are theirs.

Members of this project from the Fort Benton School System will be available for consultant service to any organization or school district with regard to the outline contained herein or any other part of the project.

William J. Hoppes
Superintendent of Schools

STATEMENT OF PHILOSOPHY

Language, the one indispensable mechanism of human life, is the distinguishing characteristic of man. The study of Language Arts, then, is the study of this mechanism, words--their use, their abuse, and their values. Since words can be heard, spoken, read, and written, an adequate Language Arts Curriculum must address itself to these four functions of language.

A primary concern should be to stimulate the inherent creative talents of the student with the skills of communication according to his needs and ability which will lead to an awareness of himself and to an awareness of his social and natural environment. Yet the overall goal must remain the student's development of his own system of values and his understanding of the values of others.

The Language Arts teachers of the Fort Benton Schools accept the responsibility of continuing evaluation of present programs and study of innovative teaching techniques in order to provide all our students with a relevant program in Language Arts--a program that encourages achievement, enjoyment, and self-discipline.

INTRODUCTION

This Language Arts Curriculum was developed primarily for the Fort Benton School System by a committee representing several Montana School Districts. The project was funded through an ESEA Title III grant to the Fort Benton Public Schools.

The writing of this curriculum outline involved a highly concentrated six-week effort on the part of each individual committeeman. The Language Arts project personnel were:

James A. Longin	Fort Benton	Project Director
David Miller	Fort Benton	Group Leader
Molly Pimperton	Fort Benton	Lay Citizen Advisor
Steve Vielleux	Fort Benton	Student Consultant
Frances Walborn	Fort Benton	
Ramona Lulf	Fort Benton	
James Stephens	Fort Benton	
Jon Hammer	Fort Benton	
David Hashley	Harlem	
Lorraine Bronson	Great Falls	
Sister Cecelia Vandeberg	Great Falls	

TERMINOLOGY

1. APPRECIATION - favorable, critical estimate to be sensitive to the asthetic value.

2. ASSESS - to evaluate, appraise, in order to answer.

3. BEHAVIORAL INSTRUCTIONAL OBJECTIVE - refers to those objectives used to measure the terminal behavior of the student which are intended to help develop the behavioral concept and in turn the grade level theme.

4. BEHAVIORAL CONCEPT - refers to those concepts written in behavioral terms which are intended to further the grade level theme.

5. DEMONSTRATE - to explain or illustrate by use of examples.

6. EXPERIENCE - knowledge, skill or technique resulting from involvement.

7. GRADE LEVEL THEME - refers to the theme which is being developed at that particular grade level. Grade levels are divided as the following: Primary - K-3; Intermediate - 4-6; Junior High - 7-9; Senior High - 10-12.

8. IDENTIFY - to prove that a thing is the same as that which is already known.

9. INTERPRET - to translate, to offer an explanation to construe, explain or define (In K - for words).

10. MANUSCRIPT - in the printed form.

11. RELATE - to bring into logical or natural association.

12. RELEVANT - to apply to the ease in hand; pertinent contributing to the understanding of the matter, now and as a contribution to the future.

13. RESPOND - a reaction brought about by an awareness.

14. UTILIZE - to turn to profitable use.

BASIC GOALS

This project group identified ten basic goals in the field of Language Arts. These goals are stated as follows:

1. Develop an appreciation of varied forms of literature in both the written and audio-visual format.
2. Develop an ability in reading skills and an increased comprehension.
3. Develop the ability to write effectively.
4. Develop an effective use of the speech skills.
5. Develop the ability to use the English language effectively.
6. Develop listening skills.
7. Develop the ability to use the library.
8. Develop an appreciation of the fine arts.
9. Develop the ability to think logically and creatively.
10. Develop an enthusiasm for continued learning and self-improvement.

THEMES AND THEIR RATIONALE

At each grade level a theme is identified and a rationale is indicated for that theme.

Grade Level	Theme	Rationale
K-3	Beginning Experiences in the Language Arts	1. Listening: In order to respond and react in specific situations, the child must improve his ability to listen. 2. Speaking: Because the Language Arts program is designed to provide beginning experiences in communication, a child must develop an understanding of the spoken language. 3. Reading: Since reading is an important form of communication, the child must be led to develop his desire to read. 4. Writing: Because there are various forms of communication, the child must be led to develop the ability to transfer the spoken language into written form.
4-6	Broadening of Language Arts Experiences	1. Listening: Since listening is a progressively complicated process, the student must be able to respond to a greater variety of experiences. 2. Speaking: Since the student has had beginning experiences in communication, his progress necessitates greater flexibility and adaptability in the use of the spoken language. 3. Reading: Since the student has an awareness of the basic functions of reading, he must develop the creative and practical aspects of reading to be able to adjust to changing situations. 4. Writing: Since the student has developed the ability to express his thoughts in simpler forms of writing, he must be able to express himself independently in increasingly complex forms for continuous progress.
7-9	Application and Enrichment of Language Arts Experiences	1. Reading: To study, in-depth, the major forms of literature and the r technical aspects in relationship to the student's becoming a more critical and appreciative reader. 2. Writing: To reinforce communication skills and promote an awareness of the richness of language through written expression. 3. Listening: To encourage and motivate the student's desire to develop better listening and critical thinking (habits, skills). 4. Speaking: To reinforce previously acquired speaking skills and further expand developmental speech processes.

Grade Level	Theme	Rationale
10-12	Individual Fulfillment through Selective Language Arts Experiences	1. Since students are motivated when they are free to study what interests them and what is satisfying their immediate and future needs, and since learning becomes exciting when students are perceiving their potentials, the staff of Fort Benton High School feels obligated to offer a non-graded, phase-elective Language Arts program.

GENERAL NOTES AND RECOMMENDATIONS

1. The general concepts and sub-concepts for each grade level have been listed under the specific areas: listening, speaking, reading, writing (K-6).

2. Listening skills for levels (4-6) are incorporated as an integral part of speaking, reading and writing.

3. Writing skills are incorporated in the curriculum guide at the grade level in which they are introduced. Recognition is given to the necessity of reinforcing these skills on the successive levels.

4. General writing skills have been incorporated with other specific skills on the intermediate level (4-6).

5. There should be continued questioning of the value of grammatical instruction as found in traditional English texts, and evaluation made based on opinions formed after professional reading and discussion.

6. In order to effectively implement the projected current Language Arts curriculum, it is recommended that the guidance counselor and the teachers involved develop a workable consultation program.

7. It is recommended that the library and its facilities become more accessible to the Junior High students for research and general browsing.

8. It is recommended that 9th grade Language Arts become part of the high school Language Arts Phase Elective Curriculum.

9. It is recommended that consideration be given to ability grouping to facilitate easement of students adherence to material demands above or below his ability and also to greater utilize teacher's versatility.

10. A greater attempt should be made to place students in the Phase Elective English courses that they have selected.

11. In order to provide individualized instruction, teacher load must be minimized.

12. Creativity of both teacher and student must be stressed on all levels.

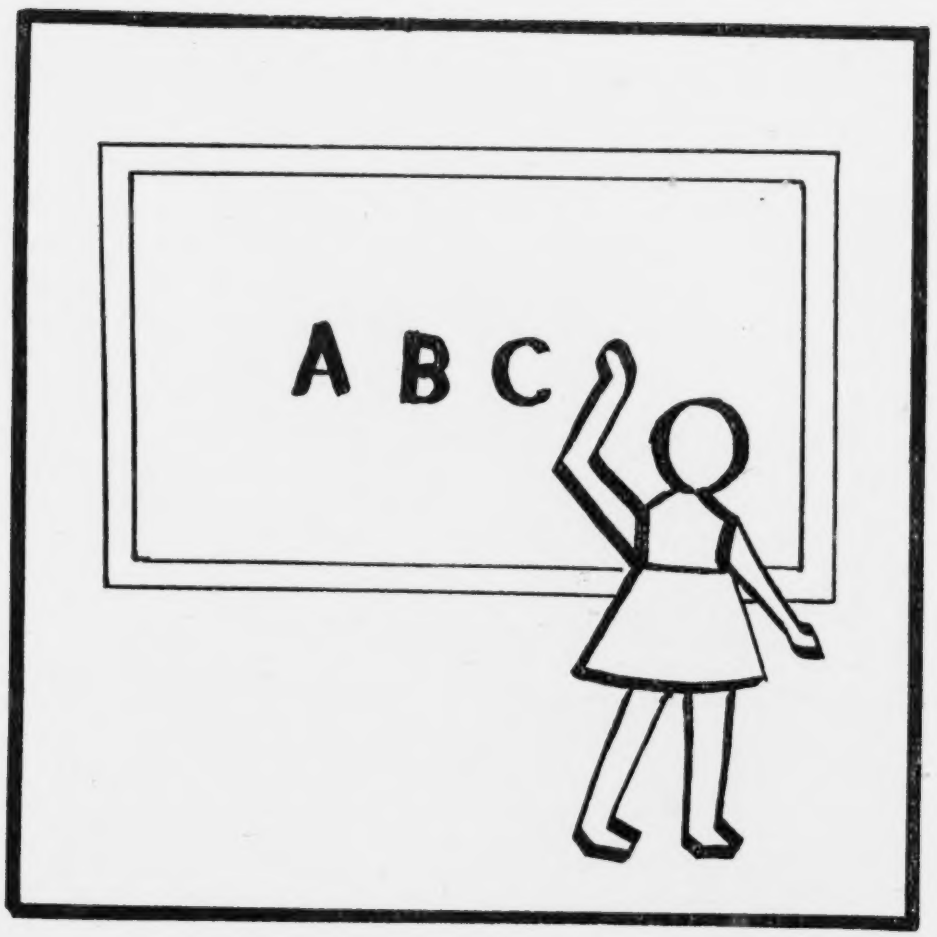
13. It is recommended that efforts be made to promote communication between all staff members at all levels.

14. There should be a greater attempt to interrelate the four areas of the Language Arts.

15. It is the recommendation of this group that this curriculum be considered for discussion at each grade level (Primary, Intermediate, Junior-Senior High School), at least once a month during in-service periods.

16. It is the recommendation of this group that this curriculum be considered for discussion by a representative from each grade level (Primary, Intermediate, Junior-Senior High School) at the end of the first semester for preparation of an evaluation program during the summer.

17. It is the recommendation of this group that a committee of not less than six staff members be employed for at least a two-week period during the summer to revise this curriculum.



BEGINNING EXPERIENCES IN LANGUAGE ARTS

KINDERGARTEN

LISTENING: In order to respond and react in specific situations, the child must improve his ability to listen.

I. Develop the ability to listen in needful situations.

A. The student will be able to listen in social situations.
B. The student will be able to listen to and follow a single direction.
C. The student will be able to listen as a recreational activity.
D. The student will be able to listen to and comprehend stories and poems.
E. The student will be able to relate meaning to sounds heard.
F. The student will be able to be attentive in one-to-one situations and group situations.

Skills:

1. Follow simple directions.
2. Listen quietly and attentively.
3. Increase attention span.

SPEAKING: Because the language arts program is designed to provide beginning experiences in communication, a child must develop an understanding of the spoken language.

I. Develop the ability to speak in new situations.

A. The student will be able to identify voice inflections.
B. The student will be able to enunciate correctly.
C. The student will be able to express himself clearly.
D. The student will be able to accept correction in his oral grammar.
E. The student will be able to tell imaginative stories.
F. The student will be able to interpret the content of a single picture.
G. The student will be involved in many creative activities (stories, dramatic characterization).
H. The student will be able to use simple sentence patterns in relating firsthand experiences.

Skills:

1. Use social courtesies.
2. Take turns in speaking.
3. Eliminate errors in commonly used words.
4. Speak with pleasant voice, audible to listeners.
5. Expand speaking vocabulary.
6. Relate past experiences to present.

READING: Since reading is an important form of communication, the child must be led to develop his desire to read.

I. Develop his desire to read.

A. The student will observe that the written symbol is a representation of the spoken word.
B. The student will be able to interpret pictures in terms of words.
C. The student will be able to recognize his given name.
D. The student will be able to recognize the sounds of some letters.

Skills:

1. Interpret pictures to others.
2. Match objects and pictures.
3. Find likenesses and differences.
4. Arrange pictures in story sequence.
5. Dictate words and sentences to teacher (I).
6. Recognize sounds of some letters.

WRITING: Because there are various forms of communication, the child must be led to develop the ability to transfer the spoken language into written form.

I. Develop the ability tc recognize written symbols as a means of communication.

A. The student will be able to observe how the spoken word is transferred into the written form.
B. The student will be able to write capital and lower case letters in manuscript.
C. The student will be able to write his given name in manuscript.

Skills:

1. Write capital and lower case letters in manuscript.
2. Write given name in manuscript.

Example of Behavioral Instructional Objective:

The student will be able to write in manuscript eight out of ten dictated capital letters.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts and themes are to be found at the end of the Primary section of this guide.)

GRADE ONE

LISTENING: In order to respond and react in specific situations, the child must improve his ability to listen.

I. Develop and improve the listening skills.

A. The student will be able to extend his attention span in relation to his ability.
B. The student will be able to listen for and recall specific facts and main ideas.
C. The student will be able to listen to and follow multiple directions.
D. The student will be able to be attentive to the speaker in a group discussion and informal conversation.
E. The student will be able to recognize letter sounds in words.

II. Develop an appreciation for poems and stories read to him.

Skills:

1. Extend attention span.
2. Identify individual letter sounds.
3. Follow directions and suggestions.
4. Follow sequence of story.
5. Identify rhyming words in context.
6. Recognize likenesses and differences in words.

SPEAKING: Because the language arts program is designed to provide beginning experiences in communication, a child must develop an understanding of the spoken language.

I. Develop speech techniques, favorable attitudes, and self-confidence.

A. The student will be able to use correct pronunciation and voice projection.
B. The student will be able to use courtesy in conversation.
C. The student will be able to interpret a picture story in his own words.
D. The student will be able to recall story events in sequence and tell about them in complete sentences.
E. The student will be able to use imagination in creative activities.
F. The student will be able to "stick" to a subject.
G. The student will be able to dictate original stories to the teacher.

Skills:

1. Enunciate distinctly.
2. Tell stories in sequence.
3. Use courtesy in conversation (R).

READING: Since reading is an important form of communication, the child must be led to develop his desire to read.

I. Develop the process of reading.

A. The student will be able to relate words to pictures.
B. The student will be able to indicate an awareness of the dependence and independence of words and groups of words.
C. The student will be able to detect differences in the letter sound which make up a word.

D. The student will be able to build vocabulary through phonetic and structural analysis.
E. The student will be able to express opinions about his reading.
F. The student will be able to discriminate between true and untrue stories.
G. The student will be able to classify words.

II. Develop an appreciation of reading.

Skills:

1. Relate words to pictures.
2. Detect differences in letter sounds.
3. Build vocabulary.
4. Express opinion.
5. Classify words.

WRITING: Because there are various forms of communication, the child must be led to develop the ability to transfer the spoken language into written form.

I. Develop the ability for self-expression through writing.

A. The student will be able to write about his experiences (creative writing, experience stories, stories to go with an original picture and a simple letter).
B. The student will be able to write in manuscript utilizing spatial relationship between letters and words.
C. The student will be able to utilize some forms of punctuation and capitalization.

General Skills:

1. Use spatial relationships between letters and words.
2. Write a simple sentence.
3. Spell first and last names correctly.

Composition:

1. Word order in telling and asking sentences.
2. Subject and predicates.
3. Write telling and asking sentences.
4. Sentence expansions.
5. Write a story.

Mechanics:

1. Capital letters:
   a. Beginning of sentence.
   b. Closing of letter.
   c. Greeting of letter.
   d. I.
   e. Initials
   f. Names of days of the week.
   g. Names of persons and pets.
2. Comma:
   a. After greeting of friendly letter.
   b. After closing of letter.

3. Period:
   a. After initial.
   b. After telling sentence.
4. Question mark.

Form and Function:

1. Noun:
   a. Plural form.
   b. Subject function.
2. Verb:
   a. Predicate function.
3. Adjective:
   a. Describing words.
4. Function words:
   a. Auxiliary.
   b. Connective.

Usage:

1. A, an, the.
2. Came, come.
3. Did, done.
4. Gave, given.
5. I.
6. Is, are.
7. Naming self last.
8. Saw, seen.
9. Was, were.
10. Went, gone.

Example of Behavioral Instructional Objective:

The student will be able to write a simple sentence in correct word order using punctuation and capitalization appropriate to grade one.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts and themes are to be found at the end of the Primary section of this guide.)

GRADE TWO

LISTENING: In order to respond in specific situations, the child must improve his ability to listen for understanding and interpretation.

I. Reinforce listening skills for specific purposes.

A. The student will be able to listen for the function of individual words in a sentence.
B. The student will be able to be attentive (announcements, directions and explanations, reports, discussions, oral reading).

Skills:

1. Listen accurately and courteously.
2. See word pictures in prose and poetry.
3. Note details in a story.
4. Follow thought of conversation.
5. Follow multiple directions.

SPEAKING: Because the language arts program is designed to provide beginning experiences in communication, a child must develop an understanding of the spoken language.

I. Develop additional speech skills.

A. The student will be able to use appropriate language in various situations.
B. The student will show improvement in enunciation and pronunciation.
C. The student will be able to portray various emotions through speech.
D. The student will be able to begin to organize ideas.

II. Develop new interests and desires for further experiences and self-improvement.

Skills:

1. Feel at ease before a group.
2. Enter into and contribute to a conversation.
3. Strive to make voice audible.
4. Pronounce words correctly.
5. Use telephone correctly.
6. Organize ideas (I).
7. Increase vocabulary.
8. Look at audience.

READING: Since reading is an important form of communication, the child must be led to develop his desire to read.

I. Develop the ability to respond to reading material.

A. The student will be able to increase reading enjoyment.
B. The student will be able to react to reading material through interpreting the mood and sensory impressions of characters and settings.
C. The student will be able to discuss the stories read.
D. The student will be able to use his imagination in drawing conclusions.

Skills:

1. Use context clues.
2. Use phonetic analysis.
3. Observe structural change in words.
4. Comprehend and interpret.

WRITING: Because there are various forms of communication, the child must be led to develop the ability to transfer the spoken language into written form.

I. Develop the ability to use the language in written application.

A. The student will be able to write telling and asking sentences and then use them in a simple story.
B. The student will be able to write for a specific purpose (letter writing, creative stories, reporting).

General Skills:

1. Write for special purposes.

Composition:

1. Development of the sentence:
   a. Write conversation.
2. Development of the paragraph:
   a. Give directions.
3. Development of composition:
   a. Letter writing.
   b. Write stories.
   c. Coherence in stories.

Mechanics:

1. Apostrophe:
   a. Contractions.
   b. Possessive forms of nouns.
2. Capital letters:
   a. Holidays and special days.
   b. Written conversation.
   c. Names of states, streets, towns and cities.
   d. Titles of persons.
   e. Titles of stories, poems, books.
3. Comma:
   a. Between days of month and year.
   b. Between names of town or dity, and state.
   c. In conversation.
4. Period:
   a. After abbreviation.
5. Quotation mark:
   a. Around exact words of speaker.
6. Underlining:
   a. Titles of books.
7. Indenting.

Form and Function:

1. Noun:
   a. Possessive form.
   b. Subject.
2. Function Words:
   a. Noun substitutes.
   b. Question markers.
   c. Connecting words.

Usage:

1. Ate, eaten.
2. No, any.
3. Ran, run.

Example of Behavioral Instructional Objective:

When given a list of ten words, the student will identify and write all the noun forms.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts, and themes are to be found at the end of the Primary section of this guide.)

GRADE THREE

LISTENING: In order to respond in specific situations, the child must improve his ability to listen.

I. Develop further understanding of listening as a language skill.

A. The student will be able to apply standards for listening in various curricular areas.
B. The student will be able to form good speaking habits through exercises in ear training (listening to records, tapes, TV, radio, etc.).
C. The student will be able to listen while sharing oral experiences.
D. The student will be able to enter imaginatively into the experiences, the setting, and the feelings of the characters in a story.

Skills:

1 Acquire a feeling for correct word forms and sentence elements.
2. Respond with appropriate action:
   a. Natural interchange of ideas.
   b. Questioning.
   c. Rhythmics.
   d. Group recording of information.
   e. Quiet, courteous listening.
3. Grow in purposeful listening.
4. Participate in audience situations.
5. Evaluate.

SPEAKING: Because the language arts program is designed to provide beginning experiences in communication, a child must develop an understanding of the spoken language.

I. Develop an understanding of the various aspects of speaking.

A. The student will be able to become increasingly articulate.
B. The student will be able to dramatize.
C. The student will be able to become familiar with types of oral presentation.

II. Develop an appreciation for the aesthetic aspects of speaking.

Skills:

1. Modulate voice to reflect mood and meaning.
2. Enunciate and pronounce words correctly and clearly.
3. Respect rights of others in discussion.
4. Contribute to group discussion.
5. Report results of small-group work to class.
6. Play-acting, puppetry (I).
7. Increase vocabulary.

READING: Since reading is an important form of communication, the child must be led to develop his desire to read.

I. Develop a realization of the scope of language.

A. The student will be able to become independent in reading.

B. The student will be able to recognize that there are other languages besides his own.
C. The student will be able to distinguish between factual and fictitious literature.
D. The student will be able to identify different word forms.
E. The student will be able to identify with characters and experiences.
F. The student will be able to identify word patterns.

II. Develop an appreciation of the various forms of literature.

Skills:

1. Use of dictionaries and reference materials.
2. Use of library.
3. Distinguish between factual and fictional literature.
4. Recognize biographies, fables, myths, legends, history (I).
5. Project idea, mood or tone in oral interpretation.
6. Recognize story or plot structure.
7. Identify and evaluate character traits.
8. Interpret figurative language (I).

WRITING: Because there are various forms of communication, the child must be led to develop the ability to transfer the spoken language into written form.

I. Develop an understanding of the importance of types of writing.

A. The student will be able to express his own ideas through writing.
B. The student will be able to record factual information.
C. The student will be able to utilize word order for meaning.

General Skills:

1. Write letters, original stories, plays.
2. Write reports.
3. Write from dictation.
4. Proof read.

Composition:

1. Development of the sentence:
   a. Subject-predicate structure.
   b. Variety in sentence structure.
2. Development of the paragraph:
   a. Describe.
   b. Explain.
   c. Tell stories.
   d. Guides for paragraph writing.
3. Development of the composition:
   a. Guides for telling story.
   b. Choose titles.
   c. Re-write and proofread.
   d. Write invitations and thank-you letters.
   e. Address envelopes.
   f. Write real-life plays.
   g. Write reports.
   h. Write poems.

Mechanics:

1. Capital letters:
   a. Abbreviations.
   b. First word of line of poetry.
   c. Names of countries.
   d. Names of schools.
   e. Names of special groups and places.
   f. Names of avenues, roads, rural route.
   g. Words: Father, Mother.

Form and Function:

1. Noun:
   a. N-V pattern.
   b. Complement.
   c. N-V-N pattern.
2. Verb:
   a. Plain form.
   b. Past form.
   c. Special forms requiring auxilaries.
   d. Function: Predicate, position.
3. Adjective:
   a. Function as modifiers.
4. Adverb:
   a. Function as modifiers.
5. Function words:
   a. Noun markers (a, an, the).
   b. Noun substitutes (pronouns).

Usage:

1. Am.
2. Double negative.
3. Me.
4. Knew, known.
5. Learn, teach.
6. Those, them.
7. Took, taken.
8. Wrote, written.

Example of Behavioral Instructional Objective:

Given a list of ten nouns, the student will be able to write the possessive forms of eight of them.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts, and themes for Primary grades (K-3) follows on the proceding page.)

PRIMARY RESOURCES K-3:

Books:

Sounds Around the House - S C (K-3)
The Language of Animals - Selsam, M. E.; Morrow, 1962, 591 Sel (K-6)
The Magic of Words - Alexander, Arthur; Prentice-Hall, 400 Ale (K-3)
What's Good for a Four-Year-Old? - Cole, William; Holt, Rinehart & Winston, 1967, E. C. (K)
Fairy Tale Plays in Rhyme - Scott, L. B., 812 Sco (K-3)
Plays That Sing - Gilbert, M. W., 1963, 782.8 Gil (K-6)
Little Plays for Little People - Parents' Magazine Press, 812 Pare (K-3)
Read Me Another Story - Cooney, B.; Crowell, 1949, E C (K-6)
Read Me More Stories - Cooney B.; Crowell, 1951, E C (K-6)
Best In Children's Books - Doubleday Publishers, 808.8 Double (K-6)
More Favorite Stories Old & New - Gruenberg, Sidonie; Doubleday Publishers, 1948, 808.8 Gru (K-6)
Witches, Witches, Witches - Hoke, Helen; Watts, F., 1958, 808.8 Hok (K-6)
Heigh-ho for Halloween - Sechrist, Elizabeth; Nacrae Smith, 1948, 394.368 Sec, (K-6)
Poems for Seasons & Celebrations - Cole, William; World Publishers, 1961, 821.08 Col (K-6)
Rhyme Giggles - Cole, William, 811 Cole (K-6)
Treat Shop - Johnson, E. M., 808.8 Joh (3-4)
A Winter Friend - Kumin, M. W.; Putnam, 1961, 811 Kum (K-3)
Town and Countryside Poems - Moore, J. T.; Whitman, A., 1968, 811 M (K-6)
Fingers Are Always Bringing Me News - O'Neill, Mary; Doubleday, 1969, 811 One (K-6)
The Sound of Poetry - Austin, M. C., 811.8 Aus (K-6)
Beastly Boys and Ghastly Girls - Cole, William; World Publishers, 1964, 821.08 Col (K-6)
The Sea, Ships, and Sailors - Cole, William; Viking Press, 1967, 821.08 (K-6)
Best in Children's Books - Doubleday, 808.8 Double (K-6)
Favorite Poems, Old and New - Ferris, H. J., Doubleday, 1957, 808.81 Fer (K-6)
The Reading Chorus - Hicks, H. G., 808.55 Hic (K-6)
Me! A Book of Poems - Hopkins, L. B.; Seabury, 1970, 811.08 Hop (K-6)
Best Story Book Ever - Scarry, R., E (K-6)
The Reading of Poetry - Scheldon, W. D., ed., 812.08 Shel (K-6)
English Language - (K-3)
My Second Dictionary - Munroe, Marion, 423 (K-3)
Golden Picture Dictionary - Moore, Lillian; Golden Press, 1954, 423 (K-3)
Giant Picture Dictionary - Scott, Alice & Howard; Doubleday, 1949, 423 (K-3)
Picture Dictionary for Children - Walters, Garnett, Grosset & Dunlap, 1958, 423 (K-3)
Rainbow Dictionary - Wright, Wendell W.; World, 1969, 423 (K-3)
Sounds Letters Make - Schoolfield, Lucille; Brown, 1940, 428.3 (K-3)
Time for Poetry - Arbuthnot, May H.; Scott, Kev., 1961, 821.08 (K-3)
Sung Under the Silver Umbrella - Ass. for Childhoos Ed. Int.; MacMillan, 821.08 (K-3)
Tom Tiader's Ground - De La Mare, Walter; Knopf, 1961, 821.08 (K-3)
A Treasury of Verse - Edger, Mobalere B.; Crowell, 821.08 (K-3)
Very Young Verses - Geisner, Barbara; Houghton, 1945, 821.08 (K-3)
Piper Pipe That Song Again - Larrick, Nancy R; House, 1965, 821.08 (K-3)
One Thousand Poems for Children - Sechrist, Elizabeth; MacRae Smith, 1946, 808.81 (K-3)
Young Years - Baker, Augusta; Home Library Press, 1960, 808.8 (K-3)

The World's So Big - Huck, Charlotte, 808.8 (K-3)
I Went to the Animal Fair - Cole, William; World, 1958, 808.81 (K-3)
Read-to-me Story Book - Lenski, Lois; Crowell, 1947, 808.89 (K-3)
Cats and Bats and Things With Wings - Aiken, Conrad; Atheneum, 1965, 811 (K-3)
All-Together (verse) - Aldes, Dorothy; Putman, 1952, 811 (K-3)
The Real Tin Flower - Barnstone, Aliki; MacMillan, 1968, 811 (K-3)
I Often Wish: Pictures - Deutech, Babbette; Funk, 1966, 811 (K-3)
Songs for a Small Guitar - Graham, Al; Duell, 1962, 811 (K-3)
Oodles of Noodles - Hynes, Lucia; Young Scott, 1964, 811 (K-3)
No One Writes a Letter to a Snail - Kumin, Maxine W.; Putnam, 1962, 811 (K-3)
Summer Story - Kumin, Maxine; Putnam, 811 (K-3)

Filmstrips:

Beginning Grammar (8 strips), E.B.E, 1958, FS 425 B (K-3)
A Boy Who Lived in a Cabin, 92 Lin (K-6)
Courageous C. Columbus, 92 Col (K-6)
Our Thanksgiving Day, 394.2 (K-6)
Social Studies Biography Series, 300 (K-4)

Movie Films:

Special Days in February, 394.2 Spec (K-6)

Records:

Listening Time for Relaxation and Speech Development, SC Lis I (K-3)
Listening Time - Stories & Poems for Listening & Sound Perception, SC Lis II (K-3)
Sound Effects for Plays, 802 Sou (K-6)
Sound Effects Records (rain, wind), 812c Rain (K-6)
Classroom Shythms - Animals Rhythms, 785 Rec (K-6)
Classroom Rhythms - Interpretive Rhythms, 785 Rec (K-6)
Song Dramatizations for Children, 780 Rec (K-4)
Carnival of the Animals and Mother Goose, 785 Car (K-6)
Great Treasury of Classic Fairy Tales, 398.2 Gre (K-6)
Poetry Time - Arbuthnot, May Hill, 811 Poe, (K-6)
When We Were Very Young, 811 When (K-6)
The Emperor's New Clothes, 398.2 (K-3)
Belly, The Lonely Word, 425 (K-3)
A Child's Garden of Verse, 811 (K-3)

Games:

Language Master, 411 (K-6)
Linguistic Sentence Builder, 425 (2-5)

Charts:

Workers in our Neighborhood, 323.35 (K-3)

Kits:

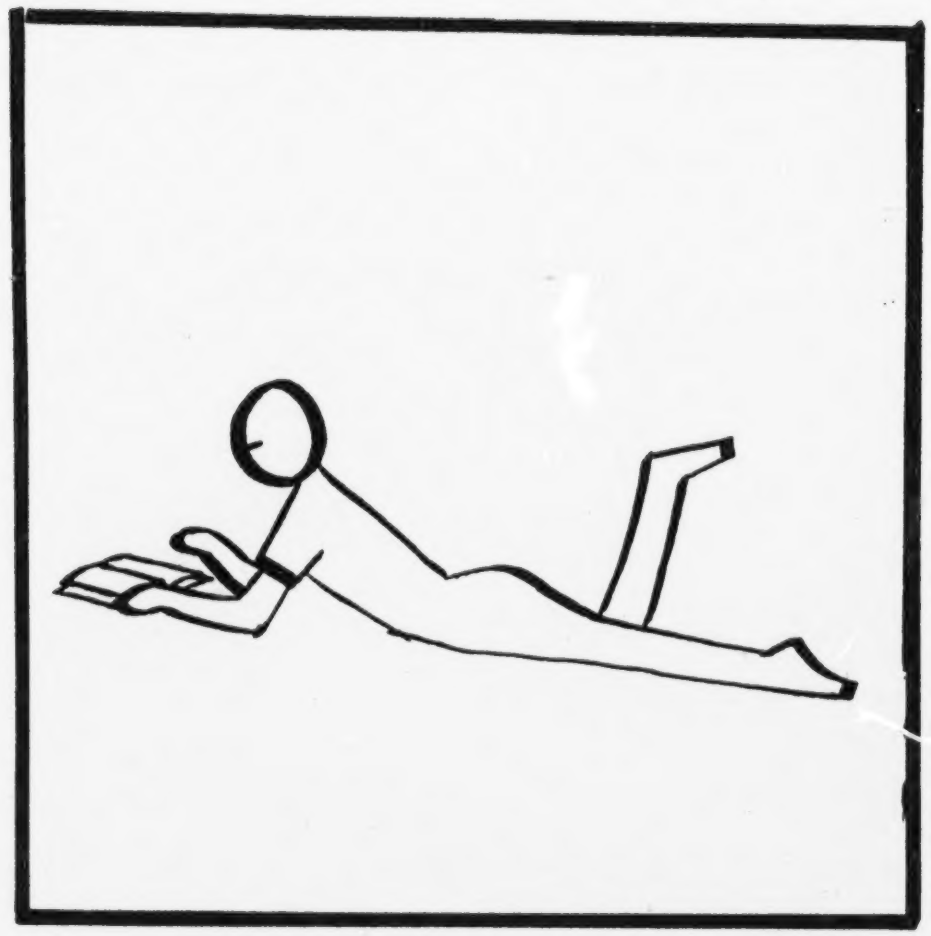
Writing Skills Laboratory - Elementary, 808 (K-6)
Letter Writing, 808.6 (K-3)

Curriculum Library:

For Speech Sake - Jones, Ruth E., Jon (K-6)
Children and Books - Arbuthnot, May H., 028.5 Arb (K-6)

Tapes:

American Poetry - Benet, Vincent, 811 (K-6)
American Poetry - Coffin, Robert P., 811 (K-6)
American Poetry - Dickenson, Emily, 811 (K-6)
American Poetry - Field, Rachel and Teasdale, Sara, 811 (K-6)
American Poetry - Frost, Robert, 811 (K-6)
American Poetry - Holmes, Oliver W., 811 (K-6)
American Poetry - Johnson, James W., 811 (K-6)
American Poetry - Lindsay, Vachel, 811 (K-6)
American Poetry - Longfellow, Henry W., 811 (K-6)
American Poetry - Lowell, Amy, 811 (K-6)
American Poetry - Millay, Edna St. Vincent, 811 (K-6)
American Poetry - Nash, Ogden, 811 (K-6)
American Poetry - Sandburg, Carl, 811 (K-6)
American Poetry - Whitman, Walt, 811 (K-6)
American Poetry - Whittier, John G., 811 (K-6)



BROADENING OF LANGUAGE ARTS EXPERIENCES

GRADE FOUR

LISTENING: Since listening is a progressively complicated process, the student must be able to respond to a greater variety of experiences.

I. Expand the ability to listen for specific purposes.

A. The student will be able to listen for dramatic effect (pauses, pitch, inflection).
B. The student will be able to give courteous attention to a speaker (directions, explanations, reports).
C. The student will be able to listen, for entertainment and to participate (vocabulary games, to make constructive criticism and dramatization).

SPEAKING: Since the student has had beginning experiences in communication, his progress necessitates greater flexibility and adaptability in the use of the spoken language.

I. Develop the ability to participate in the oral interchange of ideas.

A. The student will be able to present formal and informal speeches before a group.
B. The student will be able to utilize correct speech habits.
C. The student will increase his self-confidence.
D. The student will be able to speak for dramatic effect.
E. The student will be able to speak to persuade.

Skills:

1. Evaluate discussion by specific standards.
2. Use lips, teeth and tongue to enunciate precisely.
3. Improve quality of speaking.
4. Participate effectively in small group work.
5. Eliminate grammatical and organizational errors.

READING: Since the student has an awareness of the basic functions of reading, he must develop the creative and practical aspects of reading to be able to adjust to changing situations.

I. Develop the ability to recognize that reading has various functions.

A. The student will become more selective in his choice of reading materials.
B. The student will be able to identify diverse types of literature.
C. The student will be able to increase his comprehension and critical thinking through reading.
D. The student will be able to organize material.

Skills:

1. Identify fantasy, human folklore, Bible stories, more complex poetry.
2. Identify main ideas, conclusions, details.
3. Classify information.
4. Arrange related items.
5. Summarize material.
6. Prepare simple outlines.

WRITING: Since the student has developed the ability to express his thoughts in simpler forms of writing, he must be able to express himself independently in increasingly complex forms for continuous progress.

I. Develop the ability to recognize that writing is a functional, creative approach to language.

A. The student will be able to increase his ability in creative writing.
B. The student will be able to select appropriate details.
C. The student will be able to revise his writing.
D. The student will be able to compose and edit creative stories through a group process.

General Skills:

1. Use group process to compose and edit.
2. Compose and proofread individually.

Composition:

1. Development of the sentence:
   a. Recognize sentences and fragments.
   b. Combine sentences.
   c. Substitute words in sentences.
2. Development of the paragraph:
   a. Write directions.
   b. Write explanations.
   c. Paragraphing.
3. Development of the composition:
   a. Autobiographies.
   b. Business letters.
   c. Fables.
   d. Rhymes.
   e. Plays.

Mechanics:

1. Capital letters:
   a. Geographical names.
   b. In outlines.
   c. Names of buildings, companies and stores.
   d. Names of languages and groups of people.
   e. Names of railroads and shiplines.
   f. Proper names.
   g. Words like aunt and uncle.
2. Colon:
   a. After greeting of business letter.
   b. In play script.
3. Comma:
   a. After introductory word.
   b. After last name when written before first name.
   c. Between name and abbreviation, Jr.
   d. Separate words in a series.
4. Period:
   a. After command or request.
   b. Outlines.
5. Underline:
   a. Stage directions in a play.

Form and Function:

1. Noun (form):
   a. Proper nouns.
2. Noun (function):
   a. Direct object.
3. Verb (form):
   a. Singular form.
   b. -ing form.
   c. Special forms.
4. Adjective:
   a. Position before a noun.
   b. Comparison.
5. Adverb:
   a. Form.
   b. Function.
6. Function words:
   a. Number words (many, every).
   b. Prounouns (noun substitutes) - object forms, possessive forms, subject forms.

Usage:

1. Began, begun.
2. Brought.
3. Don't, doesn't.
4. Double subject.
5. Good, well.
6. Grew, grow.
7. Hear, here.
8. Let, leave.
9. Rang, rung.
10. Their, they're, there.
11. This, that, these.
12. "This here, that there"
13. Threw, thrown.
14. To, too, two.
15. Your, you're.

Example of Behavioral Instructional Objective:

Given a list of five topics, the student will choose one and write a paragraph utilizing the paragraph guides.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts and themes are to be found at the end of the Intermediate section of this guide.)

GRADE FIVE

LISTENING: Since listening is a progressively complicated process, the student must be able to respond to a greater variety of experiences.

I. Enhance the auditory sense of communication arts.

A. The student will recognize the different styles within a language (sports casting, advertising, speech making).
B. The student will be able to differentiate between fact and opinion.
C. The student will be able to recognize the structural parts of an oral story.
D. The student will be able to listen for various opinions to make individual and group decisions.
E. The student will be able to recognize rhythm and rhyme in poetry.

SPEAKING: Since the student has had beginning experiences in communication, his progress necessitates greater flexibility and adaptability in the use of the spoken language.

I. Develop the ability to speak according to a given situation.

A. The student will be able to tell an original short story.
B. The student will be able to give detailed directions and explanations.
C. The student will be able to utilize the personal interview as a source of information.
D. The student will be able to apply further-developed speech techniques.
E. The student will be able to dramatize more demanding material.

Skills:

1. Make adequate preparation.
2. Speak with expression, using clear and pleasing tone.
3. Pronounce words correctly.
4. Enunciate, articulate, project the voice.
5. Acquire poise in facing an audience.
6. Hold audience's attention.
7. Dramatize.
8. Speak from outline.

READING: Since the student has an awareness of the basic functions of reading, he must develop the creative and practical aspects of reading to be able to adjust to changing situations.

I. Develop the ability to recognize the creative and functional aspects of reading materials.

A. The student will be able to use resource and reference material more effectively.
B. The student will be able to identify different types of literature.
C. The student will be able to interpret literature.
D. The student will be able to recognize figurative expressions.

II. Develop a deeper appreciation and enjoyment of good literature.

Skills:

1. Use dictionaries, encyclopedias, atlases.

2. Identify myths, tall tales, fairy tales, limericks.
3. Finish stories, predict outcomes.
4. Interpret mood of the poet.
5. Identify similes, metaphors.

WRITING: Since the student has developed the ability to express his thoughts in simpler forms of writing, he must be able to express himself independently in increasingly complex forms for continuous progress.

I. Develop the ability to apply knowledge of language structure for more effective writing.

A. The student will be able to advance in his ability for imaginative, descriptive, and social writing.
B. The student will be able to improve in the writing of paragraphs (originate and unify material, and adhere to logical sequence).
C. The student will be able to record data.
D. The student will be able to utilize dialogue.
E. The student will be able to demonstrate his ability to write original poetry (haikus, limericks, cinquains).

General Skills:

1. Development of sentence:
   a. Change word order to change meaning.
   b. Inverted sentences.
   c. Improving sentences.
2. Development of paragraph:
   a. Anecdotes.
   b. Main ideas, topic sentences.
   c. Unity in paragraph.
   d. Coherence.
3. Development of composition:
   a. Book reviews.
   b. Write headlines.
   c. Write myths.
   d. Write tall tales and limericks.
   e. Write bibliographies.

Mechanics:

1. Capital letters:
   a. Proper adjectives.
   b. Titles of articles, magazines and newspapers.
2. Comma:
   a. Separate parts of entry in bibliography.
   b. Set off name in direct address.
3. Hyphen:
   a. Between syllables.
   b. To divide words at end of line.
4. Quotation marks:
   a. Set off titles of articles and also chapters.

Form and Function:

1. Noun (function):
   a. Head words.
   b. Predicate noun (complement).
   c. N-LV-N pattern.

2. Verb (form):
   a. Special form (irregular past participle).
3. Verb (function):
   a. Head words.
   b. Linking verb.
4. Adjective (form):
   a. Proper adjective.
5. Adjective (function):
   a. N-LV-Adj. pattern.
   b. Predicate adjective.
6. Adverb (form):
   a. -ly suffix.
7. Adverb (function):
   a. Position.
8. Function words:
   a. Number words (all, many).

Usage:

1. Blew, blown.
2. Broke, broken.
3. It's its.
4. Lie, lay.
5. Real, really.
6. Rode, ridden.
7. Sit, set.
8. Spoke, spoken.
9. Sure, surely.
10. Swam, swum.
11. Tore, torn.
12. Wore, worn.

Example of Behavioral Instructional Objective:

The student will write correctly the conversation in ten given sentences.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts, and themes are to be found at the end of the Intermediate section of this guide.)

GRADE SIX

LISTENING: Since listening is a progressively complicated process, the student must be able to respond to a greater variety of experiences.

I. Refine the ability to listen attentively.

A. The student will be able to listen for clues to meaning (drama, poetry, ballad, folksongs).
B. The student will be able to recognize that listening improves critical thinking (form opinions, solve problems, make judgments).

SPEAKING: Since the student has had beginning experiences in communication, his progress necessitates greater flexibility and adaptability in the use of the spoken language.

I. Refine the ability to speak effectively.

A. The student will be able to identify the physical aspects of speaking (voice box, tongue).
B. The student will be able to utilize voice techniques and gestures for better communication.
C. The student will be able to participate in formal discussions.
D. The student will be able to evaluate speaking habits.
E. The student will be able to speak using an outline.

Skills:

1. Use good parliamentary procedures.
2. Recognize responsibility as a panel member.
3. Develop critique techniques: offer helpful criticism and suggestions.
4. Participate in discussions as a leader and a group member (state problem, analyze problem, explore various points of view, extend common understandings, and formulate conclusions).
5. Speak from outline.
6. Use specific discussion techniques, e.g., "stick to" subject, make only those remarks that carry the thinking forward toward a definite outcome, feel responsible for making a contribution, speak in clear-cut sentences and enunciate clearly.

READING: Since the student has an awareness of the basic functions of reading, he must develop the creative and practical aspects of reading to be able to adjust to changing situations.

I. Develop an awareness of the varied extent of reading materials.

A. The student will be able to retain ideas gained from printed matter.
B. The student will be able to recognize the origin and continued development of language.
C. The student will be able to select and evaluate supplementary reading.
D. The student will be able to locate and use factual information.
E. The student will be able to recognize the relationships between various forms of literature.
F. The student will be able to refine his oral reading experiences (drama, entertainment).

Skills:

1. Recognize: dialects, borrowed word, coined words, words of the future, origin of words.
2. Distinguish between relevant and irrelevant, fictional and non-fictional, prose and poetry, advertisements and news.
3. Locate information, organize meanings.
4. Make outlines.
5. Make informational booklets.
6. Make bibliographies.
7. Recognize likenesses and differences of fairy tales, fables, myths, ballads, tall tales.
8. Play-act.
9. Do role playing.

WRITING: Since the student has developed the ability to express his thoughts in simpler forms of writing, he must be able to express himself independently in increasingly complex forms for continuous progress.

I. Develop the ability to write in a progressively mature and meaningful manner.

A. The student will be able to think and express himself concisely and precisely (punctuation, space and time order, word emphasis).
B. The student will increase his ability to do creative writing (descriptive, figurative, sensory).
C. The student will reinforce his ability in social and functional writing (business and social letters).
D. The student will be able to record historical materials (biography, auto-biography, diary, minutes of a meeting).
E. The student will be able to do organizational writing (reports, outlines, book and newspaper reviews, note-taking).
F. The student will be able to express personal opinions, judgments, and observations.
G. The student will be able to write clear and concise directions and explanations.

General Skills:

Composition:

1. Development of sentence:
   a. Inverted word order.
   b. Sentence transformation.
   c. Changing word order (object to subject).
   d. Compound sentences (I).
2. Development of paragraph:
   a. Writing summaries.
   b. Improve paragraphs (topic sentence, unify ideas).
   c. Writing conversation.
   d. Express opinions.
   e. Write descriptions.
   f. Coherence and sequential development.
3. Development of composition:
   a. Choosing story titles.
   b. Writing a short story.
   c. Biographical sketches.
   d. Narrowing the scope, selecting a title.
   e. Discussing literature.

f. Haikus.
g. Short poems.
h. Legends.
i. Folk tales.
j. Interviews.

Mechanics:

1. Apostrophe:
   a. To show ownership.
2. Capital letters:
   a. Following strong interjection.
   b. Names of continents, oceans, rivers, mountains.
   c. Names of documents, regions, trade names.
   d. Sacred names.
   e. Titles of TV programs.
3. Colon:
   a. In writing time (1:00 A.M.).
   b. To introduce a list.
4. Comma:
   a. After "yes" and "no" at beginning of a sentence.
   b. After mild interjection.
   c. To indicate a pause.
   d. To separate parts in the source of notes.
   e. To set apart a title following a name.
   f. To set off a transitional word or phrase.
   g. To set off a word group used to add information.
5. Hyphen:
   a. Compound words.
6. Period:
   a. Inside quotation marks.
   b. Separate parts in a bibliography.

Form and Function:

1. Noun (form):
   a. Noun suffixes.
2. Noun (function):
   a. Object of preposition.
3. Verb (form):
   a. Irregular verbs.
   b. Prefixes.
   c. Suffixes.
4. Adjective (form):
   a. Comparative and superlative.
   b. Suffixes.
5. Adverb (form):
   a. Comparative and superlative.
   b. -ly and other suffixes.
   c. Affixes.
6. Function words:
   a. Prepositions.
   b. Interjections.

Usage:

1. Behind.
2. Bring, take.

3. Burst.
4. Chose, chosen.
5. Drew, drawn.
6. Drove, driven.
7. Farther, further.
8. Fell, fallen.
9. Flew, flown.
10. Flow, flowed.
11. Froze, frozen.
12. In, into.
13. Isn't, aren't.
14. Kind of.
15. Rather.
16. Rise, raise.
17. Somewhat.
18. Stole, stolen.
19. Wasn't, weren't.

Example of Behavioral Instructional Objective:

Given a list of literary forms, the student will write an example of one of them.

RESOURCES:

(Note: a listing of resources recommended to aid in the development of the sub-concepts, concepts, and themes for Intermediate grades (4-6) follows on the proceding page.)

INTERMEDIATE RESOURCES 4-6:

Books:

First Book of Words - Epstein, S. & B.; Watts, F., 1954, 422 Eps (4-6)
Tree of Language - Laird, H. & C.; World Publishers, 1957, 400 Lai (4-6)
Language of Animals - Selsam, M. E.; Morrow, 1962, 591.5 Sel (4-6)
Languages, Modern (Dee & Say) - Frasconi, Antonio; Harcourt, Brace & World, 1955, 418 F (4-6)
Languages, Modern (In the Park) - Hautzig, Esther; MacMillan, 1968, 418 H (4-6)
Do You See What I See? - Borten, Helen; Abelard-Schuman, 1959, 701.8 Bor (4-6)
Speech for Everyday Use - Andersch, E. G.; Holt, Rinehart & World, 1960, 808.5 And (4-6)
Round-The-World-Plays for Young People - Nolan, P. T.; Plays, Inc., 1961, 812.08 Nol (6)
Alaska, Alaska, Alaska - Hoke, Helen; Watts, F., 1960, 917.98 Hok (4-6)
I Saw A Rocket Walk A Mile - Withers, Cart; Holt, 1965, 808.8 [illegible]t (4-6)
The Reader's Encyclopedia - Benet, William R.; Corwell, 1965, 803 Ben (4-6)
Montana Margins: A State Anthology - Howard, J. K., 978.6 How (4-6)
English - Albaugh, Ralph M.; Chandler, 1964, 428.2 (4-6)
English Fables & Fairy Stories - Reeves, James; Walck, H. Z., 1954, 398.2 (4-6)
English Fairy Stories - Steel, Flora A.; MacMillan, 1918, 398 (4-6)
English Language - Chappel, Bernice (4-6)
English Language - Funk, Charles E.; Harper & Row, 1958, 422 (4-6)
English Language - Hopkins, Lee Bennett (4-6)
English Language - Kerby, Maude (4-6)
English Language - Laird, Helene; World Publishers, 1957, 400 (4-6)
English Language - Metzner, Seymour (4-6)
English Language - Thompson, Charles (4-6)
English Language - Websters, Merriane, 1951, 424 (4-6)
English Language - Staudacher, Carol (4-6)
English Language - E.B.E., 1958, 425 B (4-6)
English Language Dictionary - Thondike-Barnhart; Doubleday, 1962, 423 (4-6)
English Language Dictionary - Thondike-Barnhart; Scotts Forsman, 1964, 423 (4-6)
Websters' Elementary Dictionary - Merriow, 1966, 423 (4-6)
English Language - Albaugh, Ralph; Chandler, 1964, 428.2 (4-6)
Etynology English Language - Asimor, Isaac; Houghton, 1961, 292 (4-6)
Etynology English Language - Asimor, Isaac; Houghton, 1961, 422 (4-6)
Words of Science - Asimor, Isaac; Houghton, 1959, 503 (4-6)
English Language (First Book of Words) - Epstein, Samuel; Watts, 1954, 422 (4-6)
Hog On Ice, English Language - Funk, Charles E.; Harper & Rowe, 1948, 422 (4-6)
Horse Feathers, English Language - Funk, Charles E.; Harper & Rowe, 1959, 422 (4-6)
Word Origins - Funk, Wilfried Hohn; Funk, 1950, 422 (4-6)
Word Study Review - Gilmartin, John G.; Pentice-Hall, 1935, 428.3 (4-6)
American Words - Mathews, Mitford M.; World, 1959, 427.973 (4-6)
First Book of Language - Applegate, Nauree; Watts, 1962, 425 (4-6)
One Hundred Plays for Children - Burack, Abraham S.; Plays, Inc., 1949, 808.82 (4-6)
Dick Foote and the Sark - Babbett, Natalie; Rarrar, Straus, 1967, 811 (4-6)
Book of Americans - Benet, Rosemary; Holt, Rinehart & Winston, 1961, 811 (4-6)
Miss Tessie Tate - Berg, Jean H.; Westminster, 1967, 811 (4-6)
I Met a Man - Ciardi, John; Houghton, 1961, 811 (4-6)

Down Half the World - Coatsworth, Elizabeth; MacMillan, 1968, 811 (4-6)
Poems of Childhood - Field, Eugene; Schribner, 1904, 811 (4-6)
In the Woods, In the Meadow, In the Sky - Fisher, Aileen; Schribner, 1965, 811 (4-6)
Street Poems - Froman, Robert; McCall, 1971, 811 (4-6)
Spring Things - Kumin, Maxine W.; Putnam, 1961, 811 (4-6)
Linguistics - Postman, Neil, 400 (4-6)
Lang Etiquette - Walsh, J. Martyn; McCormick-Mathers, 1949, 428.3 (4-6)
Our Language - Lambert, Eloise; Lothrop, 1955, 420.9 (4-6)
Inheritance of Poetry - Adshead, Fladys L.; Houghton, 1948, 921.08 (4-6)
Book of Poetry for Children - Blishew, Edward; Watts, 1963, 821.08 (4-6)
Bridled With Rainbows - Brewton, Sara W.; MacMillan, 1949, 821.08 (4-6)
The Birds and The Beasts Were There - Cole, William; World, 1963, 821.08 (4-6)
100 More Story Poems - Parker, Elinor M.; Crowell, 1960, 821.08 (4-6)
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This Way, Delight - Read, Sir Herbert E.; Pantheou, 1956, 821.08 (4-6)
One Thousand Poems for Children - Sechrist, Elizabeth; MacRae Smith, 1946, 808.81 (4-6)
Poems for Red Letter Days - Sechrist, Elizabeth; MacRae Smith, 1951, 821.08 (4-6)
This Singing World - Untermeyer, Louis; Harcourt, 1926, 821.08 (4-6)
Creative Writing in the Classroom - Staudacher, Carol (4-6)
The Reading Chorus - Hicks, Helen G.; Noble, 1939, 808.55 (4-6)
Anthology of Childrens Literature - Johnson, Edna; Houghton, 1959, 808.8 (4-6)
An Illustrated Treasury - Martinoni, Margaret; Grosset & Conlap, 1955, 808.8 (4-6)
Through Golden Windows - Beust, Nora; Hoe, 1958, 808.8 (4-6)
Shoots of Green - Bramblett, Elal; Crowell, 1968, 808.81 (4-6)
My Kind of Verse - Smith, John; MacMillan, 1968, 808.81 (4-6)
The Limerick Book - Troop, Miriam; Grossett, 1964, 808.81 (4-6)
Magic Circle - Untermeyer, Louis - Harcourt, 1952, 808.81 (4-6)
To Read and to Act - Stratton, Clarence; McGraw, 1938, 808.82 (4-6)
Real Book of Jokes - Grossett, Margaret; Watts, 1954, 808.87 (4-6)
Book of Nonsense - Green, Roger L.; Dutton, 1956, 808.87 (4-6)
Quotations Dictionary - Hyman, Robin; MacMillan, 1962, 808.88 (4-6)
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Filmstrips:

How We Reproduce Speech, 612.85 How (4-6)
Play and Recreation, 790 Pla (5-6)
The Me Nobody Knows, 325.2 Me (4-6)
Beginning Grammar (8 strips), E.G.E., 1958, 425 B (4-6)
Beginning Grammar (noun) (8 strips), E.B.E., 1958, FS-425 B (4-6)
Beginning Grammar (pronoun) (8 strips), E.B.E., 1958, FS-425 B (4-6)
Beginning Grammar (pronunciation)(8 strips), E.B.E., 1958, FS-425 B (4-6)
Exploring Punctuation (2 strips), 425 (4-6)
Beginning Grammar (sentences) (8 strips), E.B.E, 1958, FS-425 B (4-6)
Beginning Grammar (Verb) (8 strips), E.B.E., 1958, FS-425 B (4-6)
Emerson's New England, 917.4 (4-6)
Encyclopedia (Library Series), 020f (4-6)
How to Develop Aids for Remembering, 421a (4-6)
Steps in Building a Paragraph, 420 (4-6)
English Language (grammar) (2 strips), 425 (4-6)

Movie Films:

Learning From Class Discussion, 371.3 Lea (4-6)
Why Punctuate, 421 (4-6)

Records:

Billy Builds a Sentence, 425 (3-5)
Enjoyment of Poetry, 808.1 (4-6)
V.1 Many Voices Adventures for Readers, 808.8 (4-6)
V.2 Many Voices Adventures for Readers, 808.8 (4-6)
Great Moments of Oratory, 808.85 (4-6)
Poetry, 810 (4-6)

Games:

Scrabble, 421.4 (4-6)

Charts:

Dictionary Skills Chart, 413 (4-6)

Transparencies:

Ideal Word Building Skills, 420 (4-6)
Possessives, 420 (4-6)

APPLICATION AND ENRICHMENT OF LANGUAGE ARTS EXPERIENCES

GRADE SEVEN

LITERATURE, COMPOSITION AND SPEECH - Because the student is in the process of developing as an individual, we feel it expedient at this level to begin a more in-depth study of literary forms, including fiction and non-fiction. Because composition and speech as isolated disciplines lose their impact, we incorporate them into the specific types.

SHORT STORY

I. Develop an understanding that the short story, as a literary vehicle, is to reinforce what is learned and anticipated in the future challenge.

   A. The student will be able to identify terminology that is presented as vocabulary for the short story (Example: The student will be given the term, climax. He will now be responsible to define the word. He will identify this quality within the selection. He will then relate the term as it applies to the selection. He will evaluate the term in all of its aspects).
   B. The student will be able to assess plot and characterization as a part of the story's structure (Example: Plot is what the story is about. How does the plot become more complicated as the story develops, etc.?).
   C. The student will be able to recognize the purpose in analyzing a selection (Example: If the student reads "Bill" by Zona Gale, he should be able to identify with the main character in various ways. He can do this by assessing the story mentally and orally using the written skills).
   D. The student will be able to discuss how the story applies to himself (Example: The student will realize that he can identify with the character, Bill. Therefore, Bill is real and thereby relevant).
   E. The student will be able to utilize the composition skills by reinforement and further development (Example: The student is given a paragraph which contains construction errors. Everyone in the room, with the teacher's supervision and guidance, goes through the exercise and complete explanation is given as to why these errors are errors and reasons for correction. Then the student has an assignment that he prepares outside of class and the teacher corrects and returns with constructive comment and evaluation).
   F. The student will be able to refine the learned speech skills, using situations such as an oral response to a specific question relating to a novel, short story or poem (Example: Why does Bill put the advertisement in the paper?).

II. Develop an appreciation of the short story, as a literary vehicle, to reinforce what is learned and anticipated in the future.

DRAMA

I. Develop an understanding that drama is central in the language curriculum, not peripheral.

   A. The student will be able to identify the fundamentals of the nomenclature of drama (Example: The student will be given a term such as downstage. He will be responsible for the identification, interpretation, definition, relationship and the evaluation of the term. Refer to the short story).
   B. The student will be able to recognize the written structure of drama (Example: The student will be made aware of the different divisions

within a play, e.g., the reasons why a play consists of three or five acts will be discussed in relationship to the author's point of emphasis).

C. The student will be able to participate in drama (Examples: Utilizing sensitivity, utilizing interpretation and utilizing projection).
D. The student will be able to discuss basic theater history.
E. The student will be able to increase his vocabulary (Example: The technical language of the medium becomes part of his vocabulary. The character introduces new words through the dialogue. The overall teaching has a vocabulary that draws the two projections with specific emphasis to the students attention. (1) Technical - Let's block this scene; (2) Character - I am a neophyte; (3) Overall teaching - Be believable!)

II. Develop an appreciation of drama.

A. The student will be able to relate how drama can apply to him and his life.
B. The student will be able to identify drama as an art form.

MYTHOLOGY

I. Develop an understanding of classical stories and characters.

A. The student will be able to recognize that mythology has a vocabulary of its own (Example: Standard phrases or descriptive passages such as "sky blue". Why is it used? What does it mean? Memorization of some sames, places, etc.).
B. The student will be able to analyze a specific selection or part of one selection (Example: An epic, a form of communication, (1) is an historical vehicle; (2) is a source of cultural information; and (3) is a presentation of religious philosophy).
C. The student will be able to recognize the fact that the myth differs from the other literary forms.
D. The student will be able to recognize the relevancy of mythology and become aware of its importance as a part of his heritage (Example: In Greek mythology, out of chaos (confusion) there emerged two beings, Gaea and Uranus, whose children were the twelve Titans, etc.).
E. The student will be able to utilize composition skills (Example: Write a paragraph as description in specific detail of a character from The Iliad, Helen of Troy. This assignment requires vocabulary and a challenging use of adjectives).
F. The student will be able to reinforce his oral skills (Example: The student will discuss the four ages of man according to Greek mythology).

II. Develop an appreciation for mythology as a part of his heritage.

POETRY

I. Develop an appreciation for poetry as a medium which fills a need that other mediums do not supply.

A. The student will be able to read poetry aloud.

II. Develop an understanding of poetry.

A. The student will be able to write poetry (Example: The following poems are excerpts from a publication containing the poetry of seventh grade students:

Cycles

cycles
all shapes
all sizes
all colors
fun in the sun
wind in your face
Yahama
Honda
B.S.A.
Moto Cross
scramblers
scrambling
hill climbs
yeah!

Who Am I?

Who am I?
Am I a shadow
That haunts the day?
Do I scare the day
Into night?
Do I scare the sun away?
Maybe I'm just nothing
Only a shadow, just passing by - passing by.

Life

There in an ample place it lies,
Widespread, an invention of its own.
You don't have to look for it,
For it is always there.
I, someday, will try to correct and change
it!
Life is almost an interlude, not for awhile,
but forever.
Life.

Corvette

look under the hood
454
two four-barrels
slicks
25 mph
straight highway
first

2400 rpm's
second
third
90 mph
fourth
135 mph

corner
squeal of tires
brace yourself
ambulance
critical condition

B. The student will be able to identify basic poetic forms (Examples: Lyric, ballad, narrative, etc.).

NOVEL

I. Develop an understanding of the novel.

A. The student will be able to recognize that the novel, as a literary form, is an extension of the short story.

II. Develop an appreciation of the novel.

Example: Tom Sawyer is suggested as a novel for this level to peruse. If there is too much emphasis put upon detail in a selection of this length at this level, one automatically defeats his purpose, which is to instill appreciation of this medium as a satisfying, enriching and rewarding experience.

Read the whole selection. Ask questions that have occurred to the student as he has read. The whole is what you are discussing. Never be too quick to "can" the selection and "Now we've finished, etc.", for the experience should only be a beginning.

NON-FICTION

I. Develop an understanding of non-fiction.

A. The student will be able to distinguish between fiction and non-fiction (Example: The instructor presents the following statements:

"In fiction, life does not always arrange itself into a story pattern, with every detail falling into place. The fiction writer contributes every detail to the story. Nothing is in there just for its own sake.

"The non-fiction writer, on the other hand, simply tries to retell what has happened. He does not have to create details of the plot. He only has to tell what has happened. The characters and plot are already there.")

Discussion follows to ascertain student comprehension (Example: Distinguish the selections "Kid at the Stick" and "The Broken Lantern" in terms of fiction and non-fiction as classification).

SKILLS:

1. Learn terminology relevant to the selection.
2. Increase vocabulary.
3. Learn the structure of the selection:
   a. Assess plot.
   b. Assess characterization.
   c. Learn how the selection is put together (using correct terminology).
   d. Participate in drama.
4. Learn how to analyze a selection.
5. Recognize overall relevance of the topic or area.
6. Utilize composition skills:
   a. Word order in sentences.
   b. Sentence structure.
   c. Basic elements of sentences.
   d. Inverted word order.
   e. Building sentences with modifiers.
   f. Building sentences through coordination.
   g. Compound sentences.
   h. Sentences with subordinate clauses.
   i. Expanding sentences.
   j. Sentence modifiers.
   k. Writing paragraphs.
   l. Guidelines for writing.
   m. Fitting sentences together.

n. Narrative.
o. Writing compositions.
p. Writing descriptions.
q. Writing stories.
r. Verbals.

7. Utilize mechanics as they apply in developing composition skills.
8. Develop oral communication:
   a. Stressing pronunciation.
   b. Stressing enunciation.
   c. Stressing preparation of oral presentation.
   d. Stressing delivery of oral presentation.
   e. Stressing analysis of oral presentation.

RESOURCES:

Basic Texts:

Stories to Enjoy - Hoopes, Ned; The MacMillan Company, Toronto, Ontario, 1970
Plays to Enjoy - Picozzi, Raymond; The MacMillan Company, Toronto, Ontario, 1970
Readings to Enjoy - Nass, Norman H. and Morton H. Lewittes; The MacMillan Company, Toronto, Ontario, 1970
Poems to Enjoy - Petitt, Dorothy; The MacMillan Company, Toronto, Ontario, 1970
Introduction to Literature - Gordon, Edward, William Eller and Betty Yvonne Werch; Ginn and Company, Boston, 1964
Modern Compositions - Stegner, W. E., E. H. Gaver and J. Rummell; Holt, Rinehart & Winston, Inc., New York, N.Y., 1964

Supplementary Materials:

High Adventure Literature Unit - Finch, Hardy R. and Dr. Stephen Dunning, eds.; Scholastic Book Services, New York, N.Y., 1966
Prose and Poetry Journeys - Iverson, William J. and Agnes L. McCarthy; The L. W. Singer Company, Syracuse, 1963
Words to the Wise - Hudwon, Peggy, ed.; Scholastic Book Services, New York, N.Y., 1967
Tom Sawyer - Twain, Mark; Airmont Books, New York, N.Y., 1962
The Swiss Family Robinson - Wyes, Johann; Airmont Books, New York, N.Y., 1963
The New Rogert's Thesaurus - Lewis, Norman, ed.; G. P. Putnam's Sons, Inc., New York, N.Y., 1968
Webster's New Collegiate Dictionary - G. & C. Merriam Co.; Riverside Press, Cambridge, Massachusetts, 1961
English Scriptographic Kit (18 booklets) - Greenfield, Massel, Channing L. Bete Co., Inc., 1970
Now Poetry - Cutler, Charles L. et al; American Education Publications, Middletown, Conn., 1970
Mythology - Hamilton, Edith; Little, Brown and Company, Boston, 1952
Voices - Summerfield, Geoffrey, ed.; Rand McNally & Co., Chicago, 1969

Filmstrips:

Mythology Pictures (collection), 398.4
Adventures in Words, 412
Introduction to Word Study (Title I), 412a
Words From Many Countries (Title I), 412b
Suffixes and Prefixes, 412c
Synonyms, Antonyms and Homonyms (Title I), 412d

Presenting the Comma, Part 1, 421e
The Comma, Part 2, 421f
The Comma, Part 3, 421g
Quotation Marks, 421h
Apostrophe, 421i
Colon, Semi-Colon and Dash, 421j
Adverbs and Modifiers, 425a
Curriculum, 425b
Subject and Predicate, 425c
Sentence Structure, 425d
Diagramming Simple Sentence, 425e
Diagramming Compound and Complex Sentences, 425f
Parts of Speech, 425g
More About Verbs, 425h
Other Words That Help Build Sentences, 425j
Verbs and Their Subjects, 425k
Verbs, Motors of Sentences, 425l
How Pronouns Help, 425m
Sentences Construction, 425n
Why Study Grammar? (Title I), 425-1
Nouns (Title I), 425-b1
Adjectives (Title I), 425-q1
Pronouns (Title I), 425-p1
Verbs (Title I), 425-r1
Adverbs (Title I), 425-s1
Phrases and Clauses (Title I), 425-t1
Prepositions, Conjunctions and Interjections (Title I), 426-u1
How to Develop a Good Vocabulary, 428.3a
Importance of Vocabulary and Communication, 428.3b
Word Background, 428.3c
Map of the Heavens, 528.8
Sculpture, 730
Drawing & Decorative Arts, 740
Painting, 750
Music, 780
Managing a Show (Title I), 808.2a
Makeup for Girls (Title I), 808.2b
Straight Makeup for Boys (Title I), 808.2c
Designing a Set (Title I), 808.2d
Stage Manager (Title I), 808.2e
Character Makeup - Boys (Title I), 808.2f
Building a Set (Title I), 808.2g
The Actor, 808.2-1
Acting Do's and Don'ts, 808.2-2
The Producer, 808.2-3
Stage Management, 808.2-4
Make-up, 808.2-5
How to Prepare a Speech, 808.5
How to Converse, 808.5b
The World of Mark Twain, 920
Our Heritage from Rome, 937
Our Heritage from Ancient Greece, 938

Records:

Introduction to Literature, 808.8
Great Poetry, Vol. 10, 808.81

Prose & Poetry, Album 2, 808.8
Poetry, 811
Tales of Horror & Suspense, Vol. 2, 810
Prose & Poetry, Album 1, 808.8
Prose & Poetry, Album 4, 820
Prose & Poetry, Album 5, 810
Many Voices - Adventures in Appreciation, 808.8
Robert Frost Reads His Poetry, 811
America, The Beautiful, 811
Washington Irving, 813
Legend of Sleepy Hollow, Parts III & IV, 813
Tom Sawyer, Begley, 813
The Best of Mark Twain, 817
How to Read and Understand Poetry, 308.1

GRADE EIGHT

LITERATURE, COMPOSITION AND SPEECH - Because the student is becoming more involved in the process of developing as an individual, enrighment of the in-depth study of literary forms, including fiction and non-fiction, is developed. Composition, speech, and audio-visual experiences are singled out for more specific attention.

SHORT STORY

I. Develop more perceptually the comprehension of the short story as a literary form. (He utilizes his seventh grade experience in this area and prepares to challenge a more involved material that will be presented at the next level).

   A. The student will be able to identify terminology that is presented in the short story (Example: The student will be led to perceive how a developing conflict can build up and sustain suspense in a story).
   B. The student will be able to analytically utilize plot and characterization (Examples: (1) Plot is what the story is about. How does the setting in "The Most Dangerous Game", by Richard Connell, enhance the plot in terms of its development? (2) From his academic and personal experience, the student must put forth by means of an explanation, written or orally, his more perceptive analysis. Question - In what way in Harry, in the story "The Torn Invitation", different at the end of the story from the way he is at the beginning? And Why?)
   C. The student will be able to further employ composition skills (Example: The student is challenged to write "short" short story. He is limited by time, i.e., doing it in class. This will not thwart creativity. The student must draw instantly upon his learned skills and experiences to develop a simple, but exciting event).
   D. The student will be able to utilize individual reports, etc. (Example: From the story "The New Kid", by Murray Meyert, the student will write a report about teenage problems that correspond with the character, Marty).

II. Develop an appreciation for the short story.

   A. The student will be able to enrich his sensitivity and comprehension of what is meant by relevance through reading the short story (Example: In the story "The New Kid", by Murray Heyert, the student will become aware of Marty's need for recognition and his inability to achieve it. Attention will be focused on the character Marty and how his frustration builds when he finds himself at a standstill).

DRAMA

I. Develop an understanding of the drama as a whole.

   A. The student will be able to utilize the terminology associated with the drama.
   B. The student will be able to recognize the play's physical construction, the production techniques and its disciplines (Example: As an assignment the student will construct the first scene from Act I in "Summer Comes to the Diamon O" to include all properties and their respective location on the set. He must also include the blocking of each actor's position).
   C. The student will be able to analyze a selection utilizing an enriched vocabulary and refined composition skills (Example: The student will

write a short one-act play. The subject is his choice. The student will remember to: (1) Use correct vocabulary; (2) Be creative and imaginative; (3) Utilize knowledge of the drama when developing character; and (4) Choose material that is not too challenging.).

D. The student will be able to perform in the theatre arts (Example: The student will choose an action involving an object. He will practice this outside of class and then re-enact this action before the class by using pantomime).

E. The student will be able to use the background he has acquired studying mythology in the 8th grade in the projection of dramatic presentation.

II. Develop an appreciation of the drama as a whole.

POETRY

I. Develop a sense of appreciation for poetry as it related to his experieces (Example: The student will discuss images created by the first snowfall of winter. Emphasis will be placed upon the awareness of what each student knows and feels. "Velvet Shoes", by Elinor Wylie, will then be read and compared as to what the student has presented in previous discussion).

NOVEL

I. Develop a continued appreciation of the novel.

A. The student will gain sensitivity.

B. The student will become aware that ? is relative to age, situation and interest (Example: The class will read and discuss Treasure Island. The student will discuss why Treasure Island has stood the test of time - it has become a classic. This may explain the differences between lasting and terminal literature).

NON-FICTION

I. Develop an appreciation of the differences between non-fiction and fiction (Example: The student will compare the essary "What is Poetry?" by C. Day Lewis and the short story "The Most Dangerous Game" by Richard Connell. The teacher will ask the question, "What does the essay contribute that the short story does not?" This will then lead to correct use of terminology, analysis, relevance, oral communication skills, etc.).

II. Develop a comprehension of the difference between a story and a factual presentation.

A. The student will be able to utilize the terminology of non-fiction (Example: The student will answer the following questions: "What is an essay?" "What is an editorial?" How are they constructed?" "What purpose do they serve as a written vehicle?" etc.).

B. The student will be able to identify the construction of varied types of non-fiction (Example: In reading an editorial, the reader is aware of the opinion of the author proposed as fact. How does the author present his view? Does he use a particular style, or form? Example: A student will identify the author's prupose and visualize the development and conclusion of the point, e.g., panel discussion of a selection, and then class participation is one approach an instructor can try. Example: A student reads instructions. He constructs an article. In the completed article, he sees a concrete, viewable and useful document).

C. The student will be able to construct a paper that is specific and informative (Example: The student will be given an assignment that involves writing a paragraph that presents an organized, specific, and clearly understandable opinion).
D. The student will be able to discuss varieties of non-fiction after reading or listening to a selection.

SKILLS:

1. Learn terminology relevant to the selection.
2. Increase vocabulary.
3. Learn the structure of the selection:
   a. Assess plot.
   b. Assess characterization.
   c. Learn how the selection is put together (using correct terminology).
   d. Participate in drama.
4. Learn how to analyze a selection.
5. Recognize overall relevance of the topic or area.
6. Utilize composition skills:
   a. Word order in sentences.
   b. Sentence structure.
   c. Basic elements of sentences.
   d. Inverted word order.
   e. Building sentences with modifiers.
   f. Building sentences through coordination.
   g. Compound sentences.
   h. Sentences with subordinate clauses.
   i. Expanding sentences.
   j. Sentence modifiers.
   k. Writing paragraphs.
   l. Guidelines for writing.
   m. Fitting sentences together.
   n. Narrative.
   o. Writing compositions.
   p. Writing descriptions.
   q. Writing stories.
   r. Verbals.
7. Utilize mechanics as they apply in developing composition skills.
8. Develop oral communication:
   a. Stressing pronunciation.
   b. Stressing enunciation.
   c. Stressing preparation of oral presentation.
   d. Stressing delivery of oral presentation.
   e. Stressing analysis of oral presentation.

RESOURCES:

Basic Texts:

Stories to Remember - Schlakman, Solomon; The MacMillan Company, Toronto, Ontario, 1970
Plays to Remember - Mahoney, Henry B.; The MacMillan Company, Toronto, Ontario, 1970
Readings to Remember - Schlakman, Solomon; The MacMillan Company, Toronto, Ontario, 1970
Poems to Remember - Petit, Dorothy; The MacMillan Company, Toronto, Ontario, 1970

The Study of Literature - Gordon, Edward J. (senior author); Ginn and Co., Boston, Mass., 1964
Modern Composition - Stegner, W. E., E. H. Saver and C. W. Hark; Holt, Rinehart & Winston, Inc., New York, N.Y., 1964

Supplementary Materials:

Roget's Thesaurus - Lewis, Norman, ed.; Putnam's Sons, Inc., New York, N.Y., 1968
Webster's New Collegiate Dictionary - G. & C. Merriam Co.; Riverside Press, Cambridge, Mass., 1961
Words to the Wise - Hudson, Peggy, ed.; Scholastic Book Services, New York, N.Y., 1967
Now Poetry - Cutler, Charles L., et al; American Ed. Publications, Middletown, Connecticut, 1970
Mythology - Hamilton, Edith; Little, Brown & Co., Boston, Mass., 1942
Voices (an anthology of poems and pictures) - Summerfield, Geoffrey, ed.; Rand McNally & Co., Chicago, Ill., 1969
Prose and Poetry Journeys - Iverson, William J. and Agnes L. McCarthy; The L. W. Singer Co., Syracuse, N.Y. and Chicago, Ill., 1963
15 American One-Act Plays - Kozeka, Paul, ed.; Washington Square Press, Inc., New York, N.Y., 1965

Paperback Novels:

Shane - Schaefer, Jack; Bantam Books (Bantam Pathfinder Editions), New York, N.Y., 1955.
The Red Pony - Steinbeck, John; Bantam Books (Bantam Pathfinder Editions), New York, N.Y., 1955
Treasure Island - Stevenson, Robert L.; Washington Square Press, New York, N.Y., 1961
A Journey to the Center of the Earth - Verne, Jules; Lancer Books, Inc., New York, N.Y., 1967
High Road Home (anthology Vanguard) - Corbin, William; Scott, Foresman & Co., Glenview, Ill., 1967

Filmstrips:

Adventures in Words, 412
Introduction to Word Study (Title I), 412a
Words From Many Countries (Title I), 412b
Suffixes and Prefixes, 412c
Synonyms, Antonyms, and Homonyms (Title I), 412d
Presenting the Comma, Part 1, 421e
The Comma, Part II, 421f
The Comma, Part III, 421g
Quotation Marks, 421h
Apostrophe, 421i
Colon, Semi-Colon, and Dash, 421j
Adverbs and Modifiers, 425a
Curriculum, 425b
Subject and Predicate, 425c
Sentence Structure, 425d
Diagramming Simple Sentences, 425e
Diagramming Compound and Complex Sentences, 425f
Parts of Speech, 425g
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Other Words that Help Build Sentences, 425j

Verbs and Their Subjects, 425k
Verbs, Motors of Sentences, 425l
How Pronunciation Helps, 425m
Sentence Construction, 425n
Why Study Grammar? (Title I), 425-1
Nouns (Title I), 425-b1
Adjectives (Title I), 425-q1
Pronouns (Title I), 425-p1
Verbs (Title I), 425-r1
Adverbs (Title I), 425-s1
Phrases and Clauses (Title I), 426-t1
Prepositions, Conjunctions and Interjections (Title I), 426-u1
How to Develop a Good Vocabulary, 428.3a
Importance of Vocabulary and Communication, 428.3b
Word Background, 428.3c
Sculpture, 730
Drawing and Decorative Arts, 740
Painting, 750
Managing a Show (Title I), 808.2a
Makeup for Girls (Title I), 808.2b
Straight Makeup for Boys (Title I), 808.2c
Designing a Set (Title I), 808.2d
Stage Manager (Title I), 808.2e
Character Makeup - Boys (Title I), 808.2f
Building a Set (Title I), 808.2g
The Actor, 808.2-1
Acting Do's and Don'ts, 808.2-2
The Producer, 808.2-3
Stage Management, 808.2-4

Records:

Great Poetry, Vol. 10, 808.81
Prose & Poetry, Album 2, 808.8
Poetry, 811
Tales of Horror and Suspense, Vol. 2, 810
Prose & Poetry, Album 1, 808.8
Prose & Poetry, Album 4, 820
Prose & Poetry, Album 5, 810
Study of Literature, 800
Many Voices - Adventures in Appreciation, 808.8
Robert Frost Reads His Poetry, 811
America, The Beautiful, 811
Speech in Action, 808.5

GRADE NINE

LITERATURE, COMPOSITION AND SPEECH - Because the student at the 9th grade level is in the process of becoming socially, intellectually and physically mature, we feel he is extremely sensitive. He is so very aware, as an individual, of this process of maturation. Consequently, he should be guided to be able to think, read, write and speak coherently and critically.

SHORT STORY

I. Develop an understanding of himself, and an insight into others, as a result of in-depth analysis of the more varied, mature, stimulating and challenging short story.

   A. The student will be able to write a composition utilizing skills he has used in the 7th and 8th grades (Example: Imagine a situation involving some ordinary conflict, e.g., the opening scene in James Thurber's "The Secret Life of Walter Mitty". In a brief story, develop a conflict with which you are familiar).
   B. The student will be able to discuss the short story utilizing in-depth analysis.

DRAMA

I. Develop insight into drama as an art form and literature.

   A. The student will be able to incorporate the knowledge he has of speech by involving the techniques in presenting selected areas orally. He realizes, to a greater degree, the impact of the medium and its potential.
   B. The student will become involved in the presentation of the drama by writing, directing and acting (Examples: (1) Assignment - the student utilizes the selection "Trifles" with emphasis upon the quality of irony. He is required to write an essay which brings out his recognition and comprehension of the play's title in relationship to the term, irony; (2) The student will analyze a character from the play, Julius Caesar. He will place emphasis upon the following points: physical appearance, projected personality, real personality, relationship to the other characters and relationship to the play; (3) The student will present his interpretation of a specific character from an assigned selection. This involves his awareness of the relevancy; (4) The student will read the part of juror number four in "Twelve Angry Men". He will employ the following speaking qualities to the best of his ability at this point: projection, diction, voice inflection, gesture and facial expression).
   C. The student will be able to discuss historical development of the crafts involved in presentation of the drama.

MYTHOLOGY

I. Develop an appreciation of Greek myths as a contribution to western culture and heritage.

II. Develop an understanding of Greek myths as a contribution to western culture and heritage.

   A. The student will be able to identify the Greek and Latin names of the major gods and goddesses.

B. The student will be able to pronounce names of people and places mentioned in the text.
C. The student will be able to compile a glossary that identifies major characters and places.

POETRY

I. Develop a further understanding of poetry through written expression.

A. The student will be able to write literary contributions for class as well as national publications.

NOVEL

I. Develop a further appreciation of the novel.

A. The student will be able to interpret the novel in a more refined and mature way.

II. Develop a further understanding of the novel.

A. The student will be able to apply terminology related to the novel (Example: Written book reviews are assigned in order to make a student more aware and perceptive in his reading. These reviews are read and discussed).

NON-FICTION

I. Develop a further understanding of non-fiction.

A. The student will be able to apply specific terminology in regard to construction of the selection (Examples: (1) The student can answer the following questions: What is an essay? What is an editorial? How are they constructed? What purpose do they serve as a written vehicle? etc.; (2) In reading an editorial, the reader is aware that the opinion of the author is proposed as fact. Does he use a particular style or form?; (3) A student will identify the author's purpose, the topic sentence, and visualize the development and conclusion of the point. Panel discussion of a selection followed by class participation is one approach an instructor can try; (4) A student reads instructions. He constructs an article. With the final product a reality, he sees that the whole article is concrete, viewable and, hopefully, useful).
B. The student will be able to construct a paper that is specific and informative (Example: The student will be given an assignment to write an editorial that is organized, specific and clearly understandable).
C. The student will be able to discuss a specific selection chosen for its challenge, after reading or listening to the selection.

<u>SKILLS</u>:

1. Learn terminology relevant to the selection.
2. Increase vocabulary.
3. Learn the structure of the selection:
   a. Assess plot.
   b. Assess characterization.
   c. Learn how the selection is put together (using correct terminology).
   d. Participate in drama.

4. Learn how to analyze a selection.
5. Recognize overall relevance of the topic or area.
6. Utilize composition skills:
   a. Word order in sentences.
   b. Sentence structure.
   c. Basic elements of sentences.
   d. Inverted word order.
   e. Building sentences with modifiers.
   f. Building sentences through coordination.
   g. Compound sentences.
   h. Sentences with subordinate clauses.
   i. Expanding sentences.
   j. Sentence modifiers.
   k. Writing paragraphs.
   l. Guidelines for writing.
   m. Fitting sentences together.
   n. Narrative.
   o. Writing compositions.
   p. Writing descriptions.
   q. Writing stories.
   r. Verbals.
7. Utilize mechanics as they apply in developing composition skills.
8. Develop oral communication:
   a. Stressing pronunciation.
   b. Stressing enunciation.
   c. Stressing preparation of oral presentation.
   d. Stressing delivery of oral presentation.
   e. Stressing analysis of oral presentation.

RESOURCES:

Basic Texts:

Currents in Diction - Alwin, Virginia; The MacMillan Co., Toronto, Ontario, 1970
Currents in Non-Fiction - Bush, Jarvis E.; The MacMillan Co., Toronto, Ontario, 1970
Currents in Poetry - Corbin, Richard; The MacMillan Co., Toronto, Ontario, 1970
Currents in Drama - Barrows, Marjorie Wescott; The MacMillan Co., Toronto, Ontario, 1970
Studies in the Short Story - Maline, J. L. and James Berkley, gen. eds.; The L. W. Singer Co., Inc., New York, N.Y., 1967
Studies in Drama - Maline J. L. and James Berkley, gen. eds; The L. W. Singer Co., Inc., New York, N.Y., 1967
Studies in Poetry - Maline, J. L. and James Berkley, gen. eds.; The L. W. Singer Co., Inc., New York, N.Y., 1967
Studies in Non-Fiction - Maline, J. L. and James Berkley, gen. eds.; The L. W. Singer Co., Inc., New York, N.Y., 1967
Understanding Literature - Gordon, Edward J. (senior ed.), Elizabeth White and Joan Wofford, eds.; Ginn and Company, New York, N.Y., 1964
Modern Composition - Stegner, W. E., E. H. Sauer, C. W. Jack and J. Rummel; Holt, Rinehart & Winston, Inc., New York, N.Y., 1964

Supplementary Materials:

Roget's Thesaurus - Lewis, Norman; G. F. Putnam's Sons, Inc., New York, N.Y., 1968

Webster's New Collegiate Dictionary - G. & C. Merriam Co. (copy right); The Riverside Press, Cambridge, Mass., 1961
Voices (an anthology of poems and pictures) - Summerfield, Geoffrey, ed.; Rand McNally & Company, Chicago, Ill., 1969
Mythology - Hamilton, Edith; Little, Brown & Co., Boston, Mass., 1942
The Folger Library General Reader's Shakespeare ("Romeo and Juliet") - Wright, Louis B. and Virginia A. LaMar, eds; Washington Square Press, New York, N.Y., 1967
Words to the Wise - Hudson, Peggy, ed.; Scholastic Book Services, New York, N.Y., 1967
Individualized English - Hook, J. N. and William H. Evans; Follett Publishing Co., Chicago, Ill., 1964
An Introduction to Journalism - Bond, Frank Fraser; The MacMillan Company, New York, N.Y., 1961
How to Read a Newspaper - Dale, Edgar; Scott, Foresman and Co., New York, N.Y., 1941
High School Journalism - Spears and Lawshe; The MacMillan Co., New York, N.Y., 1948

Novels:

Born Free - Adamson, Joy; Bantam Books (Bantam Pathfinder Editions), New York, N.Y., 1966
To Kill A Mockingbird - Lee, Harper; Popular Library, New York, N.Y., 1962
The Enemy Below - Rayner, D. A. Commander; Pocket Books (Simon & Schuster), New York, N.Y., 1957
West Side Story - Novelization by Shulman, Irving; Pocket Books, New York, N.Y., 1961
The Pearl - Steinbeck, John; Bantam Books (Bantam Pathfinder Editions), New York, N.Y., 1964

Filmstrips:

English
Adventures in Words, 412
Introduction to Word Stury (Title I), 412a
Words From Many Countries (Title I), 412b
Suffixes and Prefixes, 412c
Synonyms, Antonyms, and Homonyms (Title I), 412d
Presenting the Comma, Part 1, 421e
The Comma, Part II, 421f
The Comma, Part III, 421g
Quotation Marks, 421h
Apostrophe, 421i
Colon, Semi-Colon, and Dash, 421j
Adverbs and Modifiers, 425a
Curriculum, 425b
Subject and Predicate, 425c
Sentence Structure, 425d
Diagramming Simple Sentences, 425e
Diagramming Compound and Complex Sentences, 425f
Parts of Speech, 425g
More About Verbs, 425h
Other Words That Help Build Sentences, 425j
Verbs and Their Subjects, 425k
Verbs, Motors of Sentences, 425l
How Pronouns Help, 425m
Sentences Construction, 425n

Why Study Grammar? (Title I), 425-1
Nouns (Title I), 425-q1
Pronouns (Title I), 425-p1
Verbs (Title I), 425-r1
Adverbs (Title I), 425-s1
Phrases and Clauses (Title I), 425-t1
Prepositions, Conjunctions and Interjections (Title I), 426-u1
How to Develop a Good Vocabulary, 428.3a
Importance of Vocabulary and Communication, 428.3b
Word Background, 428.3c

The Arts
Sculpture, 730
Drawing and Decorative Arts, 740
Painting, 750
Music, 780
Recreation, 790
Prologue to the Globe Theater (Title I) with guide, 792a
The Globe Theater - Its Design and Construction (Title I) with guide, 792b
A Day at the Globe Theater (Title I) with guide, 792c
The Playhouse Comes to London (Title I) with guide, 792d
The Globe Theater - Its Design and Construction (Title I) with guide, 792e

Literature
Managing a Show (Title I), 808.2a
Makeup for Girls (Title I), 808.2b
Straight Makeup for Boys (Title I), 808.2c
Designing a Set (Title I), 808.2d
Stage Manager (Title I), 808.2e
Character Makeup - Boys (Title I), 808.2f
Building a Set (Title I), 808.2g
The Actor, 808.2-1
Acting Do's and Don'ts, 808.2-2
The Producer, 808.2-3
Stage Management, 808.2-4
Make-Up, 808.2-5
How to Prepare a Speech, 808.5
How to Converse, 808.5b
The Luck of Roaring Camp, 810.3
Julius Caesar, 822.3h

Records:

The Iliad and the Odyssey, 883 Hom ESEA 833
The Iliad and the Odyssey, Vol. LL, 883 Hom ESEA 983
Great Poetry, Vol. 10, 808.81
Understanding LIterature, 808.8
Prose & Poetry, Album 2, 808.8
Poetry, 811
Tales of Horror & Suspense, Vol. 2, 810
Prose and Poetry, Album 1, 808.8
Prose & Poetry, Album 4, 820
Prose & Poetry, Album 5, 810
Many Voices - Adventures in Appreciation, 808.8
Robert Frost Reads His Poetry, 811
America, The Beautiful, 811

West Side Story, 812
Bret Harte, 813
Poetry of Robert W. Service, 819
Development of the American Short Story, 808.3 Dev
Mythology is Alive and Well, 398.4 Myt
Speech in Action, 808.5 Spe

GENERAL REFERENCE MATERIALS 7, 8, 9:

DRAMA

15 American One-Act Plays - Kozelka, Paul; Washington Square Press, 1961, 808.5 Koz
Children's Theatre Manual - Mauer, Muriel; Children's Theatre Press, 1951, 792 Mau
The Best Short Plays - Richards, Stanley; Chilton Book Co., 1961, 808.2 Ric
Four Modern Plays - Rinehart Editions; Holt Rinehart, 1965, 808.3 Rin
Best Television Plays - Vidal, Gore, ed.; Ballantine, 1956, 808.22 Vid
25 Best Plays of the Modern American Theatre - Gassner, John, ed.; Crown, 1939, 812.08
Idea of a Theater - Fergusson, Francis; Doubleday, 1953, 809.2 Fer
An Introduction to Classical Drama - Hadas, Moses; Bantam Books, 1966, 808.2 Had
Dramatic Story of the Theater - Samacheon; Abelard-Schuman, 1944, 792.09 Sam
The Stage and The School - Ammanney, Katharine Anne; McGraw, 1960, 792 Omm
Acting - The First Six Lessons - Boleslavsky, Richard; Theater Art Books, 1949, 792 Bol
A Primer of Stagecraft - Nelms, Henning; Dramatists Play Service, 1941, 792 Nel
Shakespeare of London - Chute, Marchette; E. P. Button & Co., 1962, 792 Chu

Collections:
Modern One-Act Plays - Griffith, Francis; Harcourt, 1950, 808.82 Gri
Modern Comedies for Teenagers - McCoy, Paul S.; Plays, Inc., 1962, 812.08 McC
One-Act Plays for Teenagers - Dias, Earl J.; Plays Inc., 1951, 812.08 Dia

LINGUISTICS

Language and Languages - Laird, Helene; World Pub., 1957, 400 Lai
Introduction to Descriptive Linguistics - Gleason, H. A.; Holt, Rinehart & Winston, 1961
New Dimensions in English II - Allen, H. B., U. L. Newsome and E. Borgh; McCormich-Mather Co., 1968

PUBLIC SPEAKING

Ease in Speech - Painter, Margaret; Heath Co., 1943, 808.5 Pai
Representative American Speeches: 1937-1938 - Wilson, H. W.; H. W. Wilson Co., 1938, 815.08 Rep
Representative American Speeches: 1966-1967 - Wilson, H. W.; H. W. Wilson Co., 1967, 815.08 The

AMERICAN LITERATURE

The Britannica Library of Great American Writing - Louis Untermeyer, ed.; Lippincott, 1960, 810 Unt
Symbolism and American Literature - Charles Feidelson, Jr.; University of Chicago Press, 1953, 810.9 Fei
Main Currents in American Thought - Louis Vernon Parrington; Harvest Books, 1954 (3 Vols), 810.9 Par
The Cycle of American Literature - Robert E. Spillerm; Mentor Books, 1956, 810.9 Spi
The American Novel, 1789-1959 - Lorine Donna Gerstenberger and G. Hendrick; Swallow, 1961, 016.813 Ger
Twentieth-Century American Poetry - Conrad Aiken, ed.; Modern Library, 1963, 811.08 Aik

An Anthology of Famous English and American Poetry - William Rose Benet and Conrad Aiken, eds.; Modern Library, 1945, 821.08 Ben
Poems for Youth - William Rose Benet, ed.; Sutton, 1925, 811.08 Ben
How Does a Poem Mean? - John Ciaide; Houghton Mifflin Co., 1959, 821.08 Cia
Boy's Book of Verse - Helen Jean Fish, ed.; Lippincott, 1951, 821.08 Fis
Spound River Anthology - Edgar Lee Masters; Collin, 1962, 811 Mas
31 New American Poets - Ron Schreiber, ed.; Hill and Wang, 1969, 811.008 Sch
The Best of Robert Service - Robert Service; Dodd, Mead, 1953, 811 Ser
Modern American Poetry - Louis Untermeyer, ed.; Harcourt, 1962, 811.08 Unt
The Thurber Album - James Thurber; Simon And Schuster, 1952, 817.5 Thu

BRITISH LITERATURE

English and Continental Literature - John E. Brewton; Laidlaw, 1950, 808.8 Bre
Sixteen Famous British Plays - Bennett Alfred Cerf; Garden City Publishing Co., 1942, 822.08 Cer
The Modern Novel In Britain and the United States - Walter Ernest Allen; Sutton, 1964, 809.33 All
Representative English Novelists: Defoe to Conrad - Bruce McCullough; Harper and Row, 1946, 823.009 McC
The New Century Handbook of English Literature - Clarence L. Bainhart, ed.; Appleton-Century-Crofts, 1967, 820.03 New
A Literary History of England - Albert C. Baugh; Appleton-Century-Crofts, 1967, 820.9 Bau
The Novel: A Modern Guide to Fifteen English Masterpieces - Elizabeth Drew; Laurel Books, 1967, 820.9 Dre

POETRY

How Does a Poem Mean - John Ciaidi; Houghton Mifflin Co., 1959, 821.08 Cia
Major Poets, English and American - Charles Monroe Coffin; Harcourt, 1954, 821.08 Cof
Poems That Live Forever - Hazel Fellerman, ed.; Doubleday, 1965, 821.p8 Fel
Boy's Book of Verse - Helen Dean Fish; Lippincott, 1951, 821.08 Fis
Shorter English Poems - Vilda D. Suedu; Scott, 1912, 821.08 S
The Mentor Book of Major British Poets - Oscar Williams, ed.; New American Library, 1963, 821 Wil
Expanding Horizons - Ernest W. Kinne; Odyssey Press, 1953, 810.82 Kin

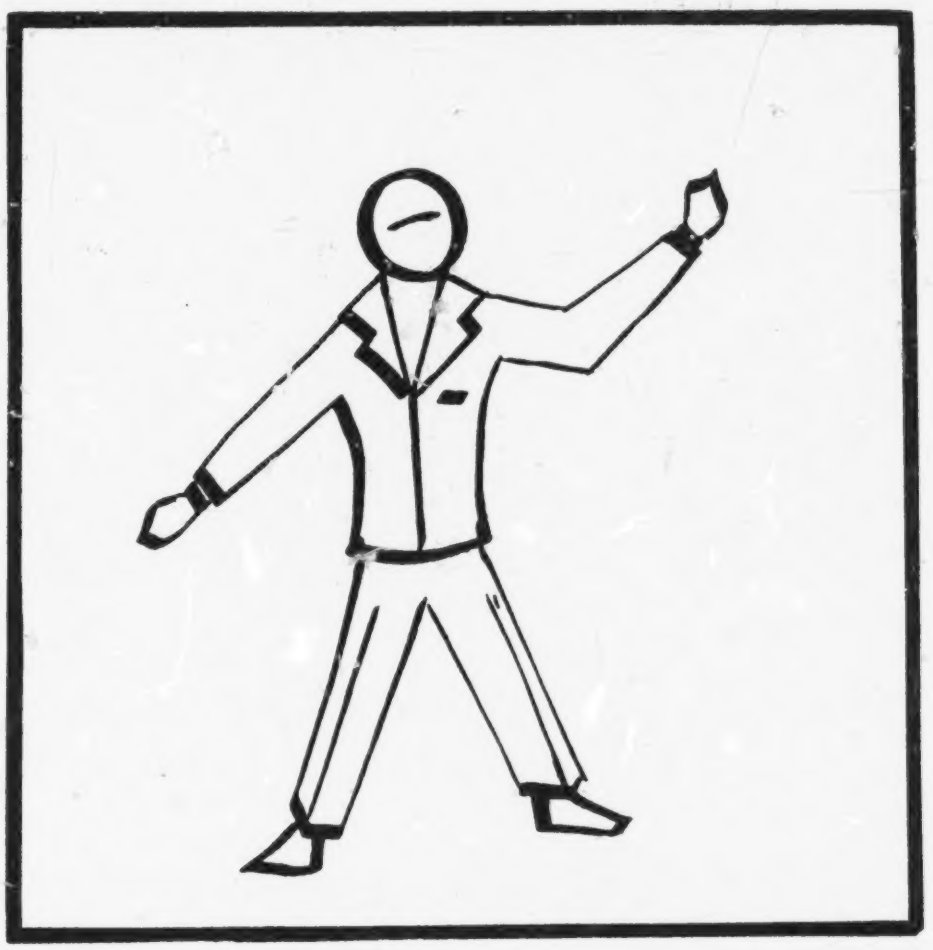
WORLD LITERATURE

The Classic Tradition - Gilbert Highet; Oxford, 1949, 809 Hig
The World of America - Matilda Bailey; American Book Co., 1935, 810.8 Bai
Cyclopedia of Literary Characters - Frank N. Magill, ed.; Marper and Row, 1963, 803 Mag
Reader's Encyclopedia - William Rose Benet, ed.; Crowell, 1955, 803 Ben
Backgrounds of European Literature - Rod W. Horton; A-pleton-Century, 1954, 901 Hor
Story of the World's Literature - John A. Macy; Liveright, 1950, 809 Mac
The Story of the Iliad - C. T. Owen; University of Mich. Press, 1966, 883 Owe

JOURNALISM

Today's Journalism for Today's Schools - J. Kenner Agnew; Singer, 1955, 070 Agn
Practical Yearbook Procedure - Benjamin W. Allnut; H. C. Roebuck and Son, 1960, 371.8 All
How to Read a Newspaper - Edgar Dali; Scott, 1941, 070

Photography - C. J. Leabo; National Scholastic Press Ass., 1966, 371.8 Lea
Experiences in Journalism - John F. Mulligan; Lyons and Cainahan, 1962, 070 Mul
Interviewing - Hazel Presson; Student Journalist Guide Series, 1967, 371.8 Pre
News Reporting - Hazel Presson; Student Journalist Guide, 1966, 381.8 Pre
High School Journalism - Harold Spears; MacMillan, 1948, 080 Spe
Writing the Feature Article - Walter A. Steigleman; MacMillan, 1950, 070
Journalism and the School Paper - DeWitt C. Reddick; Extra Curricular Publishing Co., 1938, 371.8 Red



INDIVIDUAL FULFILLMENT THROUGH SELECTIVE LANGUAGE ARTS EXPERIENCES

PHASE ELECTIVE PROGRAM

FOR

GRADES 10-12

GRADES TEN THROUGH TWELVE

INDIVIDUALIZED READING

This is a course which will help the student read with less difficulty. Improving reading ability, speech and understanding, and vocabulary skills will be stressed.

I. Develop, through various reading experiences, his reading ability.

A. The student will be able to increase his comprehension in reading (Examples: (1) Increased comprehension will be achieved primarily through a variety of materials and techniques relating to individual reading problems; (2) Comprehension achievement will be determined by diagnosis and mastery tests as well as written and oral methods).

RESOURCES:

(Note: since this is an individualized course, the resources to be used will be determined by the student with the direction and guidance of the teacher.)

GRADES TEN THROUGH TWELVE

JOURNALISM

This is a course designed to make the student aware of the exciting fields of advertising, photo-journalism, and art. The printing process will be explained through publication of a school magazine.

I. Develop basic knowledge of fundamentals of journalism.

A. The student will be able to identify the "five W's".
B. The student will be able to discriminate between extraneous and relevant information and material.
C. The student will be able to identify and apply the various forms of presentation in the various news media.
D. The student will be able to structure a lay-out.

RESOURCES:

Supplementary Materials:

Today's Journalism for Today's Schools - J. Kenneo Agnew; Singer, 1955, 070 Agn
Practical Yearbook Procedure - Benjamin W. Allnut; N. G. Roebuck and Son, 1960, 371.8 All
An Introduction to Journalism - Frank F. Bons; MacMillan, 1961, 070 Bon
How to Read a Newspaper - Edgar Aali; Scott, 1941, 070
The Master Guide to Yearbook Planning and Production - Paul Feinman; Yearbook Associates, 1968, 371.8 Fei
Photography - C. J. Leabo; National Scholastic Printing Ass., 1966, 371.8 Lea
Experience in Journalism - John F. Mulligan; Lyons and Cainshaw, 1962, 070 Mul
Interviewing - Hazel Pusson: Student Journalist Guide Service, 1967, 371.8 Pri
News Reporting - Hazel Pusson; Student Journalist Guide, 1966, 371.8 Pre
High-School Journalism - Harold Spears; MacMillan, 1948, 070 Spe
Sports Reporting - Harry Stapler; Student Journalist Guide Service, 1964, 371.8 Sta
Writing the Feature Article - Walter A. Steigleman; MacMillan, 1950, 070
Newspapering - Bill Ward; National Scholastic Publishing Ass., 1966, 371.8 War
Writing Editorials - William Ward; Student Scholastic Publishing Ass., 1969, 371.18 War
Under Fire - M. L. Stein; Messner, 1968, 070.4 S
Journalism and The School Paper - DeWitt C. Reddick; Extra Curricular Publishing Co., 1938, 371.8 Re
A Fragment of Autobiography - John Gunther; Harper and Row, 1962, 928.1 Gun

GRADES TEN THROUGH TWELVE

PUBLIC SPEAKING

This is a course which will help the student acquire self-confidence and poise while developing oral communication skills. Emphasis will be placed on the organization, structure, research, and delivery required in public speaking.

I. Develop, through various speaking experiences, techniques in public speaking, especially in organization and delivery.

   A. The student will be able to conceive, organize and deliver messages that bring the desired result to his listeners.
   B. The student will be able to inform, persuade and entertain the listener regarding something of value.
   C. The student will be able to utilize the principles of good speaking applied to the various speech forms (discussion, readings, etc.).

II. Develop an understanding of communication theory--the nature of the relationship between the sender and receiver of messages.

   A. The student will be able to identify points of breakdown in communication.
   B. The student will be able to identify feedback.
   C. The student will be able to identify static.

III. Develop the ability to become an appreciative listener.

RESOURCES:

(Note: These are the same as those for Advanced Speaking.)

GRADES TEN THROUGH TWELVE

ADVANCED SPEECH

This course is designed to introduce the student to the fundamentals and techniques and application of debate, extemporaneous speaking and oral interpretation. The student will apply previously-mastered speecy skills and emphasis will be placed on organization and research of materials.

I. Develop an understanding of the principles and techniques of extemporaneous speaking.

   A. The student will be able to select, adapt and logically arrange materials.
   B. The student will be able to utilize original and creative thinking and effective phrasing of thoughts.

II. Develop an understanding of the principles and techniques of debate.

   A. The student will be able to distinguish and expose fallacies.
   B. The student will be able to find and evaluate evidence.
   C. The student will be able to utilize original and creative thinking and effective phrasing of thoughts.

III. Develop an understanding of the principles and techniques of oral interpretation.

   A. The student will be able to analyze written material for interpretation.
   B. The student will be able to express thoughts and emotions in natural, forceful and attractive manner.

IV. Develop an appreciation for oral interpretation, debate and extemporaneous speaking.

RESOURCES: (Public Speaking & Advanced Speech)

Text:

Speech in Action - Karl F. Robinson and Charlotte Lee; Scott, Foresman & Company, 1965
No text for Advanced Speech

Supplementary Materials:

Clever Introductions for Chairman - Brings, Lawrence M.; Interstate Company, 1954, 815 Bri
Individual Speaking Contests - Burgress, Stanley G. and Donald W. Kloph, 1967, 809.5 Klo
The Dolphin Book of Speeches - Hibbitt, George W.; Doubleday, 1965, 808.51 Hib
Ease in Speech - Painter, Margaret; Heath Company, 1943, 809.5 P
Representative American Speeches: 1937-1938 - Wilson, H. W.; H. W. Wilson Company, 1939, 815.08 Rep
Representative American Speeches: 1966-1967 - wilson, H. W.; H. W. Wilson Company, 1967, 815.08 Tho
Representative American Speeches: 1968-1969 - Wilson, H. W.; H. W. Wilson Company, 1969, 815.08 Tho

Records:

Speech in Action, 808.5 Spe
Mend Your Speech, 421 Fle
English Speech Instruction, 421 Hou

Tapes:

Elements of Good Diction, 808.5 Ele

Films:

Ways to Better Conversation, 808.5 A

Transparencies:

Speech, 808.5 Spe
The Communication Process, 808.5 Spe

GRADES TEN THROUGH TWELVE

COMPOSITION I

This course will help the student develop basic writing techniques in narrating, describing and explaining. Through assignments based upon personal experiences and observations, the student will discover and develop lively, effective ways to express his ideas.

I. Develop basic writing techniques in narrating, describing and explaining.

   A. The student will be able to recognize how common experiences are a vast and often unrealized source of material.
   B. The student will be able to recognize how reason, imagination, awareness and sensitivity are crucial to good writing.
   C. The student will be able to utilize figurative imagery in his writing.

II. Develop language and composition techniques with which he can express personal experiences and observations.

   A. The student will be able to utilize organization, conciousness, logical development, word choice, etc.
   B. The student will be able to demonstrate, through writing, a workable knowledge of language.

RESOURCES:

Books:

The Lively Arts of Writing - Payne
Stop, Look and Write - Leariett and Sohn; Bantam, 1964
Roget's Thesaurus - Pocket Book, Inc.
The Writer's Purpose - McGraw-Hill Book Company, 1971
How We Write - Guth; McGraw-Hill Book Company, 1971

GRADES TEN THROUGH TWELVE

VO-TECH ENGLISH

This course is designed to equip the student with basic reading, writing, speaking, listening and thinking skills which are needed in order to get, keep and advance in an occupation. This course will be individualized with each student working with materials in his chosen vocational area.

I. Develop basic reading, writing, speaking, listening and thinking skills which are needed in order to get, to keep and to advance in his chosen vocation.

   A. The student will be able to utilize those speaking, reading, writing and listening skills appropriate to his chosen vocational area.
   B. The student will be able to identify and discuss what is involved in securing, keeping and advancing in a job and living on his own.

RESOURCES:

Text:

VIP Communication For Auto Mechanics - State of Montana Department of Public Instruction, 1970

GRADES TEN THROUGH TWELVE

AMERICAN NOVEL

This course is designed to thematically trace the development of the novel in America.

I. Develop an understanding of American literature as a reflection of American life.

   A. The student will be able to analyze American novels.
   B. The student will be able to discuss American literary and cultural heritage.
   C. The student will be able to identify the Puritan Tradition and how it relates to the American Ideal (e.g., integrity, American ambition and dream of success, seeds of revolt against the Establishment, and humanitarianism).

II. Develop an appreciation of the American novel.

RESOURCES:

Text:

Man and Society - American Materialism, Satire; University of Nebraska, 1965

Supplementary Materials:

Great Short Works of the American Renaissance - Willard Thoys, ed.; Harper and Row, 1968, 810.8 Tho
Literary History of the United States - Robert E. Spiller et al, eds.; Mac Millan, 1963, 810.9 Spi
Oxford Companion to American Literature - James D. Hart; Oxford, 1956, 810.3 R
The Britannica Library of Great American Writing - Louis Untermeyer, ed.; Lippincott, 1960, 810 Unt
Cambridge History of American Literature - William Peterfield Trant et al, eds.; MacMillan, 1921, 810.9 Cam
Restoration - Alan S. Downer and Arthur C. Kusch, eds.; Dell Books, 1965, 809 Dow
Symbolism and American Literature - Charles Feidelson, Jr.; University of Chicago Press, 1953, 810.9 Fei
Contemporaries - Alfrid Kagin; Little, 1962, 810.9 Ka
The American Novel Since World War II - Marcus Klein, ed.; Fawcett, 1969, 809
The American Transcendentalists - Perry Miller; Doubleday, 1957, 810.9 Mil
Modern American Literature - Dorothy Nyren, ed.; Ungar, 1964, 810.9 Nyr
Main Currents in American Thought - Louis Vecnow Parrington; Harvest Books, 1954 (3 volumes), 810.9 Par
The Cycle of American Literature - Robert E. Spillerm; Mentor Books, 1956, 810.9 Spi
A Time of Harvest - Robert E. Spillerm; Hill and Wany, 1962, 810.9 Spi
American Literature: The 17th and 18th Centuries - Carl Bode; Washington Square Press, 1955, 810 Bod
American Literature: The First Part of the 19th Century - Carl Bode; Washington Square Press, 1955, 810 Bod
The American Mind - Henry Steele Commager; Yale University Press, 1950, 917.3 Com

The American Novel - Wallace Stegrus, ed.; Basic Books, 1965, 813.09 Ste
The American Novel, 1789-1959 - LorniDonna Gerstanbuger and G. Hendrick; Swallow, 1961, 016.813 Ger
Inheritance of Poetry - Gladys L. Adshead and Annis Duff, eds.; Houghton, 1948, 821.08 Ads
Twentieth-Century American Poetry - Conrad Aiken, ed.; Modern Library, 1963, 811.08
Winged Horse Anthology - Joseph Auslander and Frank Ernest Hill; Doubleday, 1929, 821.08 Aus
An Anthology of Famous English and American Poetry - William Rose Benet and Conrad Aiken, eds.; Modern Library, 1945, 821.08 Ben
Poems for Youth - William Rose Benet, ed.; Dutton, 1925, 811.08 Ben
How Does a Poem Mean - John Ciaidi; Houghton Mifflin Co, 1959, 821.08 Cia
20th Century Poetry - John Sunkwater; Houghton Mifflin Co., 1929, 811.08 D
Reflections on a Gift of Watermelon Pickle...and Other Modern Verse - Stephen Dunning et al, eds.; Lothrop, 1967, 811.008 Dun
Poems That Live Forever - Hazel Fellerman, ed.; Doubleday, 1965, 821.08 Fel
Boy's Book of Verse - Helen Dean Fish, ed.; Lippencott, 1951, 821.08 Fis
This Land is Mine - Al Heni, ed.; Lippincott, 1965, 811.08 Hin
On the City Streets - Nancy Larrick, ed.; Bantam Books, 1969, 811.009 Lar
Spoon River Anthology - Edgar Lee Masters; Collier, 1962, 811 Mas
Oxford Book of American Verse - Oxford, 1950, 811.08 Mat
31 New American Poets - Ron Schreiber, ed.; Hill and Wang, 1969, 811.008 Sch
The Best of Robert Service - Robert Service; Dodd, Mead, 1953, 811 Ser
The Home Book of Modern Verse - Burton Egbert Stevenson, ed.; Holt, Rinehart & Winston, 1953, 821.08 Ste
Modern American Poetry - Louis Untermeyer, ed.; Harcourt, 1962, 811.08 Unt
Treasury of Great Poems - Louis Untermeyer, ed.; Simon & Schuster, 1955, 821.08 Unt
American Prose Masters - William Cary Brownell; Belknap Press of Harvard University, 1963, 818 Br
American Renaissance: Art and Expression in the Age of Emerson and Whitman - F. O. Matthussen, Oxford University Press, 1941, 809 Mat
The Thurber Album - James Thurber; Simon & Schuster, 1952, 817.5 Thu

Transparencies:

A Focus of Satire, 808.7 Foc

Audio-Visual Miscellaneous:

American Literature (chart), 810
American Folklore and Legends (chart), 813

Records:

2001 Space Odyssey (with slides), 813 Spa
The Crucible, Death of a Salesman, 812 Mil
Mark Twain Tonight, 817 Twa
Anthology of Contemporary American Poetry, 811 Abb
The Great Gatsby, 813 Fit
Civil Disobedience, 814 Tho

Tapes:

Dramatic Highlights of 1984, 820

GRADES TEN THROUGH TWELVE

PLAYACTING

This is a course in which the student will develop his interests in the varied aspects of the dramatic arts. Emphasis will be placed upon basic acting styles and techniques as well as the different areas involved in theatre crafts.

I. Develop technical theatrical skills.

A. The student will be able to demonstrate basic make-up techniques.
B. The student will be able to demonstrate basic costuming techniques.
C. The student will be able to demonstrate basic lighting techniques.

II. Develop a keen sense of observation of other people's actions.

A. The student will be able to identify and discuss mannerisms and vocal melody patterns.
B. The student will be able to demonstrate his observation through pantomine and improvisation.

III. Develop the ability to portray a variety of characters.

A. The student will be able to utilize his body as a principle means of character portrayal.
B. The student will be able to transform vocal characteristics to portray characters.

IV. Develop an appreciation for the theatre.

RESOURCES:

Text:

Basic Drama Projects - Fran Averett Tanner; Clark Publishing Co., 1966

Supplementary Materials:

Becket - Anouilk, Jean; New American Library, 1960, 808.2 Ano
Eight Great Comedies - Barnet, Sylvan, ed.; New American Library, 1968, 808.2 Bar
Eight Great Tragedies - Barnet, Sylvan, ed.; New American Library, 1957, 808.2 Bar
The Genius of the Later English Theatre - Barnet, Sylvan, ed.; New American Library, 1962, 822 Bar
Medieval and Tudor Drama - Gassner, John; Bantam Books, 1968, 808.2 Gas
Masterworks of Modern Drama - Goldstone, Richard; New American Library, 1969, 808.2 Gol
No Place to be Somebody - Bobbs-Merrill Co.; 1969, 812
15 American One-Act Plays - Kozelka, Paul; Washington Square Press, 1969, 808.5 Koz
Children's Theatre Manual - Mawer, Nueil; Children's Theatre Press, 1951, 792 Maw
Discussions of Modern American Drama - Meserve, Walter J., ed.; Heath, 1966, 808.82 Mes
The Misanthrope and Other Plays - Moliere; New American Library, 1968, 842 Mol

Luther - Osborn, John: New American Library, 1961, 808.82 Osb
The Best Short Plays - Richards, Stanley; Chilton Book Co., 1969, 808.2 Ric
Four Modern Plays - Rinehart Editions; Holt, Rinehart, 1965, 808.5 Rin
Carnival - Stewart, Michael; DBS Publishing Inc., 1968, 812 Ste
He to Hecuba - Stewart, Michael; DBS Publishing Inc., 1968, 812 Ste
Rosencrantz & Guildenstern Are Dead - Stoppard, Tom; Grove Press, Inc., 1966, 821 Sto
Tartuffe and Other Plays - New American Library, 1967, 842
Best Television Plays - Vidal, Gore, ed.; Ballantine, 1956, 808.22 Vid
Micro Plays, Vol. II - Yaeger, Marshall; Embassy Theatre Arts, 1968, 812 Yae

GRADES TEN THROUGH TWELVE

MODERN DRAMA - AMERICAN THEATRE 1900 - 1970

This is a course in which the student will read contemporary plays in view of content, structure, style and playwright's life. Discussions and writing assignments will be centered around these four aspects, and the plays are grouped according to types (comedy, tragedy, farce, etc.).

I. Develop an understanding of a variety of different styles and themes in drama.

   A. The student will be able to critically analyze, interpret, and assimilate the emotional and intellectual content of major modern dramatic works.

II. Develop an appreciation of a variety of different styles and themes in drama.

   A. The student will be able to relate the beauty and artistic expression in drama.

RESOURCES:

Text:

12 American Plays, 1920-1960 - Richard Corbin and Miriam Balf, eds.; Charles Scribner's Son, 1969

Supplementary Materials:

Best American Plays, 1951-1957 - Gassner, John; Crown, 1958, 812.08 Gas
Best American Plays, 1958-1963 - Gassner, John; Crown, 1963, 812.08 Gas
Best Plays of the Early American Theatre, From the Beginning to 1916 - Gassner, John; Crown, 1967, 812.08 Gas
20 Best Plays of the Modern American Theatre - Gassner, John; Crown, 1939, 812.08 Gas
25 Best Plays of the Modern American Theatre - Gassner, John; Crown, 1949, 812.08 Gas
Hello Dolly - Herman, Jerry; Signet Books, 1969, 812 Her
Indians - Kopit, Arthur; Hill and Wong, 1969, 812 Kop
Famous American Plays of the 1920's - MacGowan, Kenneth; Dell Publishing Company, 1963, 812 Mac
Bye-Bye Birdie - Stewart, Michael; DBS Publications, 1962, 812 Ste
The Best Plays of 1919-1920 and the Yearbook of the Drama in America - Dodd, Mead, 1920, 808.82 Bes
Masters of the Modern Drama - Block, Haskill Mayer, ed.; Random House, 1962, 808.82 Blo
Sixteen Famous European Plays - Cerf, Bennett; The Modern Library, 808.82 Cer
24 Favorite One-Act Plays - Cerf, Bennett; Doubleday, 1958, 808.82 Cer
Twenty Best European Plays on the American Stage - Gassner, John; Crown, 1957, 808.82 Gas
Five Broadway Plays - Gou, Roger, ed.; Harper, 1948, 812.08
Modern One-Act Plays - Griffith, Francis; Harcourt, 1950, 808.82 Gri
Contemporary One-Act Plays - Lewis, Roland B.; Scribners, 1922, 808.82
Modern Comedies for Teenagers - McCoy, Paul S.; Plays, Inc., 1962, 812.08 McC
One-Act Plays for Teenagers = Dias, Earl J.; Plays, Inc., 1961, 812.08 Dia

The Genius of the Early English Theatre - Barnet, Sylvan, ed.; American Library, 1962, 822 Bar
Eight Famous Elizabethan Plays - Dunn, Esther Cloudman; Random House, 1932, 822 Dun
Eighteenth Century English Drama - Krutch, Joseph Wood, ed.; Bantam Books, 1967, 821 Kru
The Genius of the French Theatre - Albert Bermel, ed.; Mentor, 1961, 842 Ber
Tarteruffe and Other Plays - Moliere; Mentor, 1967, 842 Mol
The 400 Blows - Francois Truffant; Grove Press, Inc., 1969, 842 Tru
The Genius of the German Theater - Martin Esslin, ed.; Mentor, 1968, 832 Ess
The Orestes Plays - Aeschylus; Mentor, 1962, 889 Aes
Three Great Plays - Euripides; Mentor, 1958, 889 Eur
The Oedipus Plays - Sophocles; Mentor, 1958, 889 Sop
The Life of the Drama - Eric Bently; Athericum Publications, 1964, 809.2 Ben
Idea of a Theater - Francis Fergusson; Doubleday, 1953, 809.2 Fe
Masters of the Drama - John Gassner; Dover, 1954, 809.2 Gas
An Introduction to Classical Drama - Moses Hadas; Bantam Books, 1966, 809.2 Had
World Drama - Allardyce Nicoll; Harcourt, 809.2 Nic
Dramatic Story of the Theater - Dorothy Samachson; Abelaid-Schuman, 1955, 792.09 Sam
An Introduction to the Theater - Frank M. Whiting; Harper, 1961, 792 Whi
The Stage and The School - Katherine Ommanney; McGraw, 1960, 792 Omm
The Genius of the Irish Theater - Sylvan Barnet, ed.; Mentor, 1960, 891.62 Bar
The Genius of the Italian Theater - Eric Bently, ed.; Mentor, 1964, 852 Ben
The Genius of the Oriental Theater - G. L. Anderson; Mentor, 1966, 890.2 And
Three Plays - Plautus; Mentor, 1968, 859 Pla
The Genius of the Scandinavian Theater - Evert Sprinchor, ed.; Mentor, 1964, 839.8
Acting - The First Six Lessons - Richard Boleslavsky; Theater Art Books, 1949, 792 Bol
The Art of Dramatic Writing - Lajos Egri; Simon & Schuster, 1960, 808.2 Egi
A Primer of Stagecraft - Henning Nelms; Dramaticts Play Service, 1941, 792 Nel
The Theater of the Absurb - Martin Esslin; Garden City, 1961, 809.2 Es
Shakespeare of London - Marchette Chute; E. P. Gutton & Co., 1962, 92 Sha

Records:

Glass Menagerie, 812
The Importance of Being Oscar, 822 Mac

The Theater - An Introduction - Oscar G. Brockatt; Holt, Rinehart & Winston, 1964

GRADES TEN THROUGH TWELVE

BRITISH LITERATURE

This is a course designed to explore works by major British authors in order to give the student an insight into the cultural history of our English neighbors.

I. Develop an understanding of British literature.

A. The student will be able to read, discuss and write about the following themes:
1. Early England.
2. Era of Emerging Man.
3. The Renaissance.
4. Era of the Individual.
5. The 19th Century.
6. Era of the Questioning Man.
7. 20th Century.
8. Era of Disillusioned Man.

B. The student will be able to discuss expression of feeling as revealed through the literature, philosophy, music and art of the major periods of British literature.

II. Develop an appreciation for British literature.

RESOURCES:

Text:

English Literature - Craig, Rice & Gordon, eds.; Ginn & Co., 1964
Literature of England - Maline & Berkley; the L. W. Singer Co., 1967

Supplementary Materials:

Mioldlemarch: A Study of Provincial Life - George Eliot; Dutton, 1872, El
Life in Elizabethan Days - William Davis; Harper, 1930, 914.2 Dav
English and Continental Literature - John E. Brewton; Laidlaw, 1950, 808.8 Bre
Heartbreak House - Bernard Shaw; Brentanis, 1919, 822 Sha
Everyman - Arthur C. Cawley; Dent-Dutton, 1956, 822.108 Caw
Sixteen Famous British Plays - Bennett Cerf; Garden City Publishing Co., 1942, 822.08 Cer
Man in the Modern World - Julian Huxley; Mentor Books, 1948, 128.3 Hux
A Book of English Essays - W. E. Williams; Penguin Books, 1942, 824 Wil
The Modern Novel in Britain and the United States - Walter Allen; Dutton, 1964, 809.33 All
Representative English Novelists: Defoe to Conrad - Bruce McCullough; Harper and Row, 1946, 823.009 McC
Four Realists Novelists: Arthur Morrison, Edwin Pugh, Richard Whiting, and William Pett Ridge - Vincent Brome; Longmans, 1965, 823.91209 Bro
Heath's Standard French and English Dictionary - J. E. Mausion, ed.; Heath, 1961, 443 Hea
The English Novel - Walter Allen; Dutton, 1954, 820 All
Discussions of Roman Plays - Maurice Charndy, ed.; Heath, 1965, 822.3 Cha
Discussions of Hamlet - J. C. Lenenson; Heath, 1966, 822.3 Lev
Chancer and His Contempories - Helaine Newsead, ed.; Fawcatt, 1968, 821 New
Discussions of the Panel - Roger Sale, ed.; Heath, 1960, 820 Sal

The New Century Handbook of English Literature - Clarence L. Barnhart, ed.; Appleton-Century-Crofts, 1967, 820.3 New
Medieval and Renaissance Poets - W. H. Andrew, ed.; Viking, 1950, 808.1 And
English Romantic Writers - Henry Battenhouse; Educational Series, 1958, 920.9 Ba
A Literary History of England - Albert C. Baugh; Appleton-Century-Crofts, 1967, 820.9 Bau
The Novel: A Modern Guide to Fifteen English Masterpieces - Elizabeth Drew; Laurel Books, 1967, 820.9 Au
Lives of Great English Writers - Walter Henchman; Houghton, 1936, 920 H
A History of English Literature - W. D. Moody; Scribner, 1964, 820.9 Moo
The Concise Cambridge History of English Literature - Georth Sampson; Cambridge, 1961, 820.0 Sam
Dickens from Pickwike to Dombay - Marcus Stenen; Simon & Schuster, 1965, 920 Ste
The English Novel - Walter Allen, Dutton & Co., 1954, 823.09 All
The Selected Poetry of George Herbert - Joseph H. Summers, ed.; Signet, 1967, 821 Heo
The Complete Poetical Words of Tennyson - Alfred Tennyson; Houghton Mifflin, 1898, 821.8 Ten
Inheritance of Poetry - Gladys L. Adshead; Houghton, 1948, 821.08 Ads
How Does A Poem Mean - John Ciardi; Houghton Mifflin, 1959, 821.-08 Cia
Major Poets: English and American - Charles Monroe Coffin; Harcourt, 1954, 821.08 Cof
Poems That Live Forever - Hazel Fellerman, ed.; Doubleday, 1965, 821.08 Fel
Boy's Book of Verse - Helen Dean Fish; Lippencott, 1951, 821.08 Fis
Poems to Read Aloud - Edward Hodnett, ed.; Norton, 1957, 821.08 Hod
Golden Treasury - Francis Turner Palgrave, 1861, 821.08 Pal
The Oxford Book of Ballads - Arthur Thomas Quilleo-Couch, ed.; Clarendon, 1910, 821.08 Qui
Shorter English Poems - Jildon D. Sindeo; Scott, 1912, 821.08 S
The Mentor Book of Major British Poets - Oscar Williams, ed.; New American Library, 1963, 821 Wil
The Restoration Court Poets - Vivian de Solan Pinto; Longmans, 1965, 821.409 Pin
A Short History of English Poetry - James Reeves; Dutton, 1962, 821.009 Ree
The Seventeenth Century Background - Basil Wilbey; Doubleday, 1953, 192 Wi
Expanding Horizons - Ernest W. Kinne; Odyssey Press, 1953, 810.82 Kin
The English Sonnett - Patrick Crutlwell; Longmans, 1966, 821.009 Cru

Films:

The Rennaisance, 940.2

Audio-Visual Miscellaneous:

Poetry Chart (2), 808.1
English Literature From Beginning to 1966 (Chart), 820
Hamlet, 822.3
Macbeth, 822.3
Othello, 822.3
English Kings & Queens from Beginning to 1250, 942 Ens
English Kings & Queens from 1250 to Present, 942 Eng
London to 1066 (Chart), 942.1
Before 1066 (Chart), 942.01
Roman Britain (Chart), 940.01
Victorian (Chart), 942.08

Records:

T. S. Elliot Reading Poems and Choruses, 800 Eli
James Mason Brown Discusses the Humanities Series (800 Bro):
1. The World of the Theater.
2. What is Greatness.
3. The Artist and His Times.
4. Laughter.
5. The Development of Style.
6. The Revelation of Character.
7. Biography and Autobiography.
8. What Constitutes a Classic.
9. What Determines Taste.
10. Men and Ideas.

Tale of Two Cities, 812
Cantabury Tales, 820 Cha
The Eve of St. Agnes Keats, 820
Selections from Burns, 821
Great Expectations, 823
The Prisoner of Chillon, 821 Bui
Paradise Lost (2), 821 E
Poetry of Brownman, 821 Bro
Love Poems of John Donee, 821 Bom
Poetry of Keats and Shelly, 821
She Stoops to Conquer, 822 Gol
Dr. Faustus, 822 Mar
Hamlet, 822
Macbeth, 822.3
Shakespeare's Sonnets, 822.3

GRADES TEN THROUGH TWELVE

LINGUISTICS

This is a course which will explore the English language and its use as a means of communication among people.

I. Develop an understanding of language and of its use as a medium of communication among people.

   A. The student will be able to discuss and indicate the diachronic (historical) development of the English language.
   B. The student will be able to discuss and indicate the synchronic (modern) development of the english language.
   C. The student will be able to indicate the distinction between oral and written forms and exercise a control of their use.
   D. The student will be able to identify the syntax (grammar) of the English language.

RESOURCES:

Texts:

Discovering American Dialects - Shuy, Roger; NCTE, 1967
New Dimensions in English - Allen, Newsome, Borth, McCormich, Mathers, 1968

Supplementary Materials:

The Treasure of Our Tongue - Barnett, Lincoln, New American Library, 1967, 420.9
Language - Diamond, A. S., 1959, 409 Dih
The Story of Language - Pei, Mario; New American Library, 1949, 420.9 Pei
Language, A Modern Synthesis - Whatmough, Joshua; New American Library, 1956, 400 Wha
Language and Languages - Laird, Helena; World Publications, 1957, 400 Lai
All About Language - Pei, Mario; Lippincott, 1954, 400 Pei
English Syntax - Roberts, Paul; Harcourt, Brace & world, 1964
Linguistics and English Grammar - Gleason, H. A.; Holt, Rinehart & Winston, Inc., 1965
Introduction to Descriptive Linguistics - Gleason, H. A.; Holt, Rinehart & Winston, Inc., 1961
New Dimensions in English II - Allen, H. B.; Newsome, V. L.; Borgh, E.; McCormigh-Mather Co., 1968
Discovering American Dialects - Shuy, Roger; National Council of Teachers of English, 1967

Records:

Anatomy of Language, 407 Ana
A Thousand Years of English Pronunciation, 820 Kok

Film:

English History - Earliest Time to 1944, 942 C

Transparencies:

Introduction to Etymology, 422 Intr

GRADES TEN THROUGH TWELVE

WORLD LITERATURE

This course is a study of man in conflict and his search for personal meaning. This course will deal with the attempt of modern man to find an answer for his existence in a world which often seems cruel and confusing.

I. Develop an understanding of literature as a reflection of cultural influence, characteristics of people and geography of nations.

   A. The student will be able to analyze world literature.
   B. The student will be able to discuss and relate the attempt of man to find an answer to his existence.
   C. The student will be able to discuss and relate the philosophies underlying the works of writers throughout the world.

II. Develop an appreciation for World literature.

RESOURCES:

Texts:

All Quiet on the Western Front - Remarque; Fawcett
A Farewell to Arms - Hemingway; Scribners
The Martyred - Kim; Pocket Books
The Razor's Edge - Maugham; Pocket Books
How Green Was My Valley - Llewellyn; Dell
Keys of the Kingdom - Cronin; Bantam
War Poetry - Jones; Pergamom (an anthology)
Modern European Poetry - Bantam

Supplementary Materials:

Anthology of Islaneic Literature - James Kritzeck; Mento, 1964, 390 Kri
The Divided Self - Masco Miyoshi; New York University Press, 1969, 800 Miy
The Bible as Literature - Buchner Trawick; Barnes and Noble, 1968, 800 Tra
An African Treasury - Langston Hughes; Pyramid Books, 1960, 896
Cyclopedia of World Authors - Frank Magill, ed.; Marper & Row, 1958
The Classic Tradition - Gilbert Highet; Oxford, 1949, 809 Hig
The World of America - Matilda Bailey; American Book Co., 1935, 810.8 Bai
Cyclopedia of Literary Characters - Frank Magill, ed.; Marper & Row, 1963, 803 Mag
Reader's Encylopedia - William Benet, ed.; Crowell, 1955, 803 Ben
Brewer's Dictionary of Phrase and Fable - Ebenezer Cobham Brewer; Harper, 1953, 803 Bre
Bolzac and the Human Comedy - Philippe Bertault; New York University Press, 1963, 847 Ber
Molders of the Modern Mind - Robert Downs; Barnes & Novle, 1961, 809 Dow
Backgrounds of European Literature - Rod Horton; Appleton-Century, 1954, 910 Hor
From Shakespeare to Existentialism - Walter Kaufman; Doubleday, 1960, 809 Mac
Story of the World's Literature - John Macy; Levenright, 1950, 809 Mac
The Story of the Iliad - E. T. Owen; University of Michigan Press, 1966, 883 Owe
Literary Criticism - William K. Wimscott; Knopf, 1957, 801 Wi

Literature of the World - James Northcott; Shattuck & Kiley, 800 Jam
A Handbook of Literature - Thrall and Hilbard; Odyssey Press, 1936, 802 Thr
Great Russian Short Stories - Louis Houghton, ed.; Dell, 1958, 5C Hou
Introduction to Russian Realism - Ernest Simmons; Indiana University Press, 1965, 891.7 Sim
Bratsk Station - Yeogeny Tevtushenko; Doubleday, 1967, 891.7 Yeo

Records:

Oedipus Rex, 882.08 Sop
The Poetry of Andrei Voznesensky, 891.7 Voz

GRADES TEN THROUGH TWELVE

LITERARY EXPLORATIONS

This is a course in which the student will read a variety of selections centered around a thematic format. Discussion and writing assignments will be directed towards the development of the major themes.

I. Develop an understanding of the various forms of literature.

A. The student will be able to read, write, analyze and discuss materials centered around these themes:
1. Man.
2. Nature and Moral Law.
3. Man's Picture of Nature.
4. The Leader and the Group.
5. Sin and Loneliness.

II. Develop an appreciation for the various forms of literature.

RESOURCES:

Texts:

Man, Society, Nature & Moral Law - Nebraska Curriculum Development Center, 1965
Man and Nature - Nebraska Curriculum Development Center, 1965
Man's Picture of Nature - Nebraska Curriculum Development Center, 1965
Man & Society - Nebraska Curriculum Development Center, 1965
The Rinehart Book of Short Stories - Holt, Rinehart & Winston, Inc.
Lord of the Flies - Golding, William
Julius Caesar - Shakespeare
Profiles in Courage - Kennedy, John F.; Harper & Row, 1964
The Little World of Don Camille - Pocket Books, Inc., 1965

GRADES TEN THROUGH TWELVE

COMPOSITION II

This course will cover total writing experience from the beginning processes to the final writing of the complete composition. Group discussions of individuals' compositions will be used to present significant ideas. Assignments will be presented in the areas of critical analysis, forceful argument, effective persuasion, and clear explanation. Emphasis will also be placed upon collecting, evaluating, and organizing evidence to develop valid conclusions.

I. Develop an understanding of effective thought processes and appropriate rhetorical methods of developing exposition used in formal essay writing.

   A. The student will be able to identify common fallacies of logic.
   B. The student will be able to identify intellectual honesty in writing.
   C. The student will be able to utilize language, organization, and tone for difficult audiences and difficult situations.
   D. The student will be able to collect, evaluate, and organize relevant evidence in order to develop valid conclusions.
   E. The student will be able to recognize and discuss how diction and sentence structuring contributes to effective writing.

RESOURCES:

Texts:

The Writer at Work - McGraw-Hill Book Company, 1971
Context for Composition - Clayes & Spencer
Rhetoric Units - Nebraska Curriculum Development Center, 1965

GRADES TEN THROUGH TWELVE

CREATIVE WRITING

This course is offered to the student who wishes to express himself creatively and imaginatively in such literary forms as the short story, poem and one-act play. The student's major fields of interest wiyl depend upon his individual interests and talents.

I. Develop those writing techniques which aid in writing effectively and artistically.

   A. The student will be able to apply such techniques as the use of figurative language, organization and style in the areas of the short story, poetry and one-act play.
   B. The student will be able to recognize and apply a variety of creative styles.
   C. The student will be able to objectively evaluate work done by himself and by his peers through established criteria.

RESOURCES:

Texts:

Writing Fictions - Cassill, R. V.; Simon & Schuster, Inc.
The Art of Dramatic Writing - Egir, Tajos

GRADES TEN THROUGH TWELVE

ADVANCED PLAYACTING

This course is designed to further develop the student in the area of theatre arts. Each student will be a member of a play-producing company. He wil cooperate with other students in the class in actively preparing plays to be presented before audiences. The student will have an opportunity to learn about all phases of play production.

I. Develop technical tehatre skills.

   A. The student will be able to further demonstrate make-up techniques.
   B. The student will be able to further demonstrate costuming techniques.
   C. The student will be able to further demonstrate lighting techniques.

II. Develop a keen sense of observation of other people's actions.

   A. The student will be able to utilize mannerisms and vocal melody patterns.
   B. The student will be able to utilize stage movement.

III. Develop the ability to portray a variety of characters.

   A. The student will be able to utilize his body as a principle means of character portrayal.
   B. The student will be able to transform vocal characteristics to portray characters.

IV. Develop an appreciation for the repertory theatre.

RESOURCES:

(Note: refer to those references indicated for Drama.)

REVISION

Our entire effort to create a learning process to fit our goals will be subject to constant revision as the need dictates. As time, methods and materials change, it is only logical to assume that this curriculum will have to grow with these demands; also, some concepts may have to be deleted. The following instrument is the recommendation of the group for the continual revision of this Language Arts curriculum outline. This instrument is to be completed by each teacher involved with this curriculum near the end of each semester.

EVALUATIVE INSTRUMENT

At your grade level:

1. Does the structure of this curriculum allow for creative teaching? If not, why? If so, how?

2. Is the accountability factor too restrictive in this curriculum?

3. Are the concepts suited to the maturity level and abilities of the students? If not, what do you suggest?

4. Are you able to corelate the Language Arts curriculum with other curriculum areas, e.g., social studies, science, etc.? If so, how? If not, why?

5. Are the behavioral sub-concepts helpful in developing the main concepts? If not, list those that need revision.

6. List those resources that you found helpful in developing the concepts.

APPENDIX A

SURVEYING FORT BENTON'S LANGUAGE ARTS EFFORTS

Those staff members responsible for any portion of the Language Arts program were asked to respond to the attached survey instrument. The instrument is short and is composed of three parts. Each instructor was to indicate (1) the nature of the language arts offerings at their level of instruction; (2) what the instructor considered the strengths of that offering; and (3) what the instructor considered the weaknesses of that offering.

The feedback obtained from this instrument is summarized as follows:

1. Fort Benton's past areas of emphasis were:

K - Stress is on development of oral language as well as listening skills.
1 - Grammar, speech, listening, writing, literature, spelling, punctuation.
2 - Word usage, capitalization, punctuation, creative writing, literature, listening, letter writing, parts of speech.
3 - Grammar, composition and reading.
4 - Knowing sentences, writing letters, parts of speech, giving directions, word usage, reports, plays and playacting.
5 - Sentence structure, parts of speech, paragraphs, newspapers, dictionary skills.
6 - Sentence structure, parts of speech, literature, reporting, creative writing.
7-9 - Speech, mechanics of language, drama, journalism, poetry, fiction, non-fiction, essay.
10-12 - Composition, literature, speech, drama, poetry, mechanics of language.

2. Strengths:

a) Kids get a change to express themselves to teacher as well as group.
b) The program as it now exists correlates fairly well with reading program.
c) Textbook being used seems quite adequate for program.
d) There is an emphasis on creativity and originality as well as "correct" grammar.
e) The student is introduced to various aspects of literature and composition.

3. Weaknesses:

a) Introducing too many new concepts without mastering earlier ones.
b) Limited time to devote to an English class.
c) Not enough creative writing.
d) Covering too much material too fast.
e) Some lack of continuity.
f) The program is too sparse in its offerings.

SCHOOL SYSTEM SELF SURVEY

This survey is being distributed to those members of our staff responsible for any portion of our English program. Each teacher is asked to reply to all the statements.

Teacher's Name_____

Teacher's Grade Level_____

I. What is the Nature of the English Offering presently at your grade level? (i.e., what themes, concepts, ideas, etc. do you teach with reference to English during the course of the year?)

a) Major Themes or Topics_____

_____

_____

_____

b) Units_____

_____

_____

_____

c) Concepts_____

_____

_____

_____

d) Others_____

_____

_____

_____

Comments:

II. What do you consider to be the strengths of this offering?

III. What do you consider to be the weaknesses of this offering?

APPENDIX B

CURRICULUM DEVELOPMENT SURVEY

Various college professors, learning laboratory representatives and State Department representatives were asked to respond to the attached instrument. The purpose was to obtain informative data in the English (Language Arts), Math, Science and Vo-Tech Curriculum areas. The instrument was designed to consider two major areas; (1) General information concerning the individual and agency that individual represented and (2) Specific curriculum information.

Thirty-one questionnaires were distributed; fourteen were returned. The following is an attempt to summarize the information:

It appears as if very few schools in the state are known to be developing curriculum guides at this time. Even though it was felt that many schools are beginning to do "something" in the realm of curriculum, the survey respondents did not for the most part indicate recommended places to visit. Of the programs and schools mentioned as doing "something" in curriculum, it appeared that all had a tendency to be striving toward some form of individualization in those curriculum areas they were concentrating on.

CURRICULUM DEVELOPMENT

This survey instrument is being circulated among college professors, learning laboratory representatives and State Department representatives. The purpose is to obtain informative data in the English (Language Arts), Math, Science, and Vo-Tech Curriculum areas. Your reply to this instrument will be greatly appreciated. Results will be sent to you upon request. A return, self-addressed envelope has been enclosed for your convenience.

I. GENERAL INFORMATION

1. Name of Institution or Agency you represent_____

2. Describe the lines of communication you have with the local school districts in regard to curriculum development.

3. How many schools do you personally contact during the course of the year concerning curriculum development and improvement?

4. What is basically the area of concentration that you become involved with in your work with local school districts?

II. SPECIFIC CURRICULUM AREAS

1. Are you aware of any school districts that have developed or are in the process of developing curriculum guides or outlines in the areas of Language Arts, Math, Science and Vo-Tech? (If yes, please indicate)

2. Are there any school districts you would recommend a visitation to concerning their curriculum development? (If yes, please indicate where)

3. Are you aware of any worthwhile and interesting "new" happenings in the area of Language Arts - K-12? (If so, please relate)

4. Are you aware of any worthwhile and interesting "new" happenings in the area of Math - K-12? (Please relate)

5. Are you aware of any worthwhile "new" and interesting happenings in the area of Science - K-12? (Please relate)

6. Are you aware of any worthwhile "new" and interesting happenings in the area of Vo-Tech (e.g., Home Ec., Industrial Arts, Trades and Industry, Commercial, Vocational-Agriculture) (Please relate)

7. Do you have any lists of reference materials that you would share with us concerning any of these curriculum areas? (If so, please enclose list and return with questionnaire)

APPENDIX C

SURVEYING CURRENT PRACTICES IN LANGUAGE ARTS

Various teachers and administrators were asked to respond to the attached questionnaire. The purpose was to obtain informative data concerning current practices in the Language Arts curriculum in the State of Montana. The questionnaire was designed to consider three major areas: (1) General information concerning the school; (2) Organization of the program; and (3) The nature of the offerings.

Nine questionnaires were distributed; two were returned. The following information was obtained:

Both schools were geared to a textbook series approach. One school indicated a deep desire to experiment with individualizing their program; however, little had been done to this point. One system indicated their high school had the traditional four English courses required by the State Department and little else of any consequence. Both indicated a dissatisfaction with what was currently being done; however, they did not hint toward any new directions.

LANGUAGE ARTS

This survey instrument is being circulated among school administrators and classroom teachers. The purpose is to obtain information data in the Language Arts Curriculum Area in order to assist in the development of a Vertical Language Arts Curriculum Outline. Your reply to this instrument will be greatly appreciated. Results will be sent to you upon request. A return, self-addressed envelope has been enclosed for your convenience.

I. GENERAL INFORMATION

1. Name of School System_____
2. Superintendent's Name_____
3. Number of Students in System_____
4. Approximately what percent of the Instructional budget is spent in the Language Arts area?_____ Dollar Amount?_____
5. Is there a district supervisor in Language Arts? _____Yes _____No
6. Is there a district curriculum guide provided in Language Arts? _____Yes _____No
7. How many members are on the total instructional staff?_____
8. Are there any well-established lines of communication between elementary and secondary Language Arts teachers? _____Yes _____No
9. Is there a Department Head? _____Yes _____No
10. Comments:

II. ORGANIZATION

1. Does the English Department K-12 have a written statement of its objectives? _____Yes _____No

2. Have your teachers from the various grade levels planned together to develop a sequential program in English? _____Yes _____No

3. Is the program evaluated at regular intervals and revised accordingly? _____Yes _____No

4. To what extent are English courses available and suited to the ability and needs of your students?

5. Comments:

III. NATURE OF OFFERINGS

1. What knowledges, skills, and understandings are developed at each grade or level of achievement?

   K

   1

   2

   3

   4

   5

   6

   7

   8

   9

   10

   11

   12

2. How adequate is the program in providing for the sequential development of students for understanding of language?

3. How adequate are provisions for improving the language skills of individual students?

4. What area of the language arts receives predominate attention and why?

APPENDIX D

Reference Materials

The following reference material was researched in an attempt to make this effort as dependable as possible. It was found that no one source provided us with the exact formula for our task. However, in searching through this reference material, we were able to develop a curriculum outline we feel fits the needs of the students of Fort Benton.

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